

**ASSESSING THE SELF-PERCEPTION OF SELECTED
LEADERSHIP BEHAVIORS IN A PROFESSIONAL LEADERSHIP
DEVELOPMENT CLASS**

by

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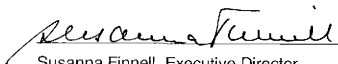
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ABSTRACT

ASSESSING THE SELF-PERCEPTION OF SELECTED LEADERSHIP BEHAVIORS IN A PROFESSIONAL LEADERSHIP DEVELOPMENT CLASS (Spring, 1999)

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The purpose of this study was to identify several leadership behaviors that were deemed as being essential elements of a successful leader and then determine if these behaviors could be taught to AGED 340, Professional Leadership Development, so that the participants' perceived a heightened sense of self-efficacy with regard to their leadership potential. The study also sought to determine if males and females exhibited a significant difference in how they perceived their leadership behaviors.

The design of this inquiry was Post/Then methodology. The purposive sample were students who enrolled in AGED 481, Agriculture Development Seminar and had completed AGED 340 at Texas A&M University.

All participants answered two questionnaires that asked them to rate how they perceive their leadership behaviors. The leadership behaviors they were asked to evaluate were communication skills, motivation techniques, problem solving, their ability to engender trust and their ability to establish a vision.

The first questionnaire asked the participants to rate how they perceived their leadership behaviors before AGED 340. The second asked them to rate how they perceived their leadership behaviors after completing AGED 340.

The major findings of the study were as follows:

1. Leadership scholars have identified several behaviors that help a leader motivate a group toward a common goal.

According to the Literature Review, the following five leadership behaviors were identified as keys to being a successful leader: communication, motivation techniques, problem solving skills, engendering trust, and establishing a vision.

2. This study found the participants who completed AGED 340 felt they exhibited a heightened perception of how they can use these leadership behaviors to help facilitate their role as a leader.

The study showed the participants perceived a heightened sense in their ability to communicate, motivate, engender a follower's trust and establish a vision for their organization.

3. This study shows that these leadership behaviors can be taught in a manner that will heighten a participant's awareness of his or her leadership behaviors.

By having an increased self-efficacy of these leadership behaviors, the participants should be able to facilitate their role as a leader more effectively.

4. There is no significant difference in the manner in which males and females perceive a change in their leadership behaviors as a result of completing AGED 340. Both males and females exhibit an increased self-efficacy in how they perceive their leadership behaviors after completing AGED 340.

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CHAPTER I

INTRODUCTION

As civilization has advanced, one constant has remained. Society has looked to leadership to help it carry on through its trials and triumphs. History is based upon the deeds and doings of the great leaders of civilization. From the chiefs of ancient tribes, the monarchs of celebrated kingdoms, to presidents of world superpowers; leaders have molded the actions of their followers to achieve greatness for themselves and their people.

Leadership may be one of the oldest institutions of social interaction. Many times the success or failure of an organization may declare its roots in the actions of the leader. The leader of an organization has the unique responsibility of determining the probable outcome of the group's goals. Herein lie the complications of what makes the leader who he is. However, what is leadership? There are as many different definitions of leadership as there are people who have attempted to define it (Bass, 1990).

"Leadership is one of the most observed phenomena on earth" (Burns, p. 3). Since society regularly deals with this phenomenon, one could preconceive that leadership, as a field of study, has been exhausted. In actuality, leadership is a relatively new field of study compared to those of the hard sciences such as

chemistry and physics. The simple fact that leadership involves the interactions of people has complicated its advancement as an academic field.

The importance of leadership is attested by the number of people who pursue a greater interest and knowledge in leadership for learning's sake as well as for more practical purposes (Campbell, 1977). Many scholars tend to agree the basic premise of leadership lies in its actual process - the interaction between the leader and his followers. Scholars define leadership as the process by which the leader influences his followers to achieve a common goal (Northouse, 1997). These processes may include the communication of desired tasks, the discussion of the pros and cons of a lingering problem, performing tasks to help *the followers feel more comfortable with their positions as subordinates*, gaining the trust of followers so they see the leader as a co-worker and not a boss, or even just clearly articulating a specific goal for the organization that strives toward a larger vision. All of these processes, alone or in any combination, help the leader motivate the group toward its final goal.

Society has seen great leaders come and go. They all have exhibited their prominence in many ways, but often there is one behavior that tends to define their role as a leader. For example, Martin Luther King was seen as an extreme visionary leader. His ideas inspired people to believe in the possibility of equality for all. Winston Churchill was considered an honest and respectable man. His presence as a leader during World War II was a key to ally victory. Many call Ronald Reagan the 'Great Communicator.' He was known for his unique ability to garner support for policy while confirming an assurance in the

American public that they would be better off in the future than they were at the present.

However, leaders grace the public's presence in many forms as well. All too often, people perceive a leader as an individual who leads his country through a social crisis or his platoon into battle. Much to the contrary, leaders are everyday people. Leaders are our managers, parents and even our friends. Naturally, we find leaders in business. They manage the company and help it move forward and expand. Leaders are our parents who provide for the family and keep it happy and harmonious. Leaders are even our friends who encourage and motivate us to take that next step toward achieving our dreams when we are too scared to see past our fears.

They may not have the same goals or reasons for motivation in mind, but they use many of the same behaviors to reach their end.

LEADERSHIP THEORY

The study of leadership has evolved greatly since its inception, in the early 1900s, as a legitimate academic field. Leadership has grown to include the study of people, places, circumstance and actions, all of, which are important, to its significance in academia.

One of the original theories of leadership is the 'Great Man' theory. In 1880, William James said the history of the world is the history of great men (Bass, 1990). James suggests in his writing that great men are solely responsible for the events that have written history. The great man theory

implies the adage that leaders are born, not made. Followers will tend to follow a superior individual who has the ability to persuade the energy, intelligence and moral force of a group (Dowd, 1936). These great men seemed to possess a quality since birth that has allowed them to assume such leadership positions.

The great man theory still has a bit of influence in modern leadership studies. The trait theory's origins can be traced from the assumptions of the great man theory. The trait theory claims leaders possess certain attributes that help them rise to the position of a leader. These traits have been scrutinized to derive an all-encompassing list of the characteristics of a leader. As the trait theory developed, lists attempting to define a leader arose. Characteristics such as integrity, intelligence, and honesty often adorned these lists (Northouse, 1997). One may use these words to describe a friend or someone he admires, but these traits do not automatically make a leader (Hollander, 1978). As scholars realized this, they noticed there might be more to a leader than the characteristics he possesses. This led to the development of the situational theories.

Situational leadership takes into account the surrounding circumstances. Then, a leader can develop his style. Situationalists did not hold the view that the leader was a direct result of his personality or his traits. They believed that leadership emerged from circumstance. They believed that a leader came forth as a result of the conditions around him. Factors such as time, place, and circumstance played a major role in the development of a leader. A man would rise to the occasion and take control of a situation as it approached. These

leaders were not great men, but rather men who possessed favorable traits, which when placed in a situation, allowed them to attain a position of leadership.

The situational theory also developed in a parallel manner. Scholars saw that a leader will assess the personality types of his followers and then he can effectively utilize the correct style of leadership. No longer was it believed that a man who possessed all of the traits of a good leader could effectively lead a group. Scholars began to realize that not all leaders could lead the same group toward the same goal. Different leaders can handle certain situations more effectively. Sometimes the leader needs to possess compassion and understanding while other times he needs to display a firm and disciplined personality (Bass, 1985).

The situational theories were even taken one step forward by leadership scholars. The contingency theory, an extension of situational leadership, takes into account the followers of the group and the appropriate style of leadership. The style of leadership chosen is contingent upon the follower's needs and the organization's goals. According to contingency theorists, a leader's style determines the effectiveness of the organization (Northouse, 1997).

Two basic styles of leadership have been analyzed; task-oriented and relationship-oriented leaders. These styles take into account the types of followers in the leader's group. A task-oriented leader is distant from his followers and focused on achieving the goals set by the organization. He is thought to be meticulous about details and extremely organized. A relationship-oriented leader is one who shows compassion and understanding for his

followers. He may play a role in his followers' personal as well as professional lives. However, he may seem unfocused and the goals of the organization may not play such an important role. Both leadership styles and all variations thereof have their time and place, but the situation for each may be completely different. The leader's style is contingent upon his followers and the organization's goals. Both the situational and contingency theories rely on different styles of leadership to claim effectiveness. The behaviors a leader displays represents a major role in his ability to achieve his goals and the goals of the organization. Most leaders exhibit many of the same behaviors. Their interaction with their followers is an integral part of achieving the organization's goals and acting as an effective leader. Many studies have shown that successful leaders maximize the effectiveness of their behaviors by having clear goals and knowing how best to adapt their style of leadership to their followers and the situation at hand.

Leaders may use different styles of leadership, but they all utilize the same behaviors to relay their messages. Scholars have realized that a leader was not a leader because he was born from a superior bloodline, had the right personality traits, or he was in the right place at the right time. They recognize that all of these factors contribute to the success of a leader in one way or another.

LEADERSHIP TRAINING

Once academia realized that leadership consisted of more than personality traits inherent to an individual, the practical world began to apply

these behaviors to its everyday lives. From this came the notion that maybe these behaviors and situations could be taught to others. The recognition of certain situations and application of leadership behaviors could be taught to current managers and managerial prospects. Thus, the idea of leadership training began to evolve.

Organizations began to realize that their success or failure was linked to the relationships between the management and the followers. As this realization grew, they began to pay greater attention to how to maximize that relationship (Alpander, 1983). Naturally, businesses began to see leadership training as a way to increase the productivity of their workers. If the management could more effectively lead its followers, it would more willingly perform their jobs in an efficient and enthusiastic manner.

Scholars pondered the conundrum of differentiating between management and leadership. They discovered one main difference. Managers tend to focus on the goals of an organization, while leaders look to the people. Managers tend to adopt impersonal, if not passive attitudes toward goals. Goals are a necessity rather than a desire (Zaleznik, 1992).

Leadership requires using power to influence thoughts and actions of other people. Leaders can inspire and convince their followers to believe in the purpose of the organization. Leaders tend to focus on their relationship with their followers (Bass, 1990). Some scholars began to say that good leaders could be managers, while good managers can be good leaders as well. If

management styles were teachable then people began to wonder if leadership was teachable too. This led to the question, 'Can leadership be taught?'

The issue of teaching leadership has been debated repeatedly. Those who sympathize with the great man theories naturally believe that leadership derives from inherent qualities only leaders possess. Therefore, leadership cannot be taught. Situationalists and behaviorists believe that the finer points of leadership can be taught. For example, someone could learn how to increase his communication effectiveness or establish realistic goals en route to an organizational vision.

The search began for a training program that could effectively teach the intricacies of leadership. Most of the training programs that evolved were grounded in leadership theory and displayed enormous success. Many of the senior executives of several Fortune 500 companies use these leadership training programs today (Bass, 1990). Point of inquiries then shifted from 'Should leadership be taught?' to 'Is the material being taught actually being learned?'

LEARNING LEADERSHIP

"Learning is a change in a person's behavior as a result of an experience" (Stewart, p. 18). If these leadership training sessions were to be deemed successful, it would have to be determined if the trainees felt they had learned something new and then if their behavior actually changed as a result of the

seminar. According to Valerie and Andrew Stewart (1978), three things must be determined to gauge the actual success of a leadership-training program:

1. What are the people doing differently because of the training?
2. Is the training paying for itself in terms of improved business performance?
3. Did the trainees feel like the training was useful?

These gauges are important in evaluating the success of a leadership-training program. The most obvious way to judge whether the trainee learned from the training is to evaluate if his or her behavior has actually changed as a result of the training. Has the trainee incorporated material taught in the seminar or program into his or her daily routine? This method of measure may sound like the most effective way of determining the success of the program, but it may also have some potential drawbacks. To determine if the trainee has actually portrayed the desired behaviors promoted by the training, he or she must either be observed or asked about his progress. Either way a time lapse must occur between the actual training and the evaluation process. This time lapse may skew, in the mind of the trainee, his perception of the goals and purpose of the training program.

A time delay is also necessary to gauge if the training program has paid off in terms of increased efficiency and business performance. Upon completion of the training program, the organization will not see immediate revenue increases or improved moral. It will take the trainee time to incorporate his new skills and behaviors into his daily routine. Then it will take time for his followers

and subordinates to adjust to his new style. Increased performance might be the most tangible result of a leadership-training program, but it may also take the longest to realize to the actual benefits.

A trainee might immediately realize his perception of his leadership behaviors upon completion of the training program, unlike actual behavior or business performance. The concept of a person's perception of their leadership behaviors influencing their actions is new in leadership research. "It has been found that a strong sense of personal efficacy is related to better health, higher achievement, and better social integration" (Schwarzer, p. ix). As an individual's self-percepts increase, so does his probability of achieving his goals (McCarthy and Newcombe, 1992). High self-efficacy has indicated greater confidence in ability to solve problems (Redmond ET al., 1993). If a trainee feels as if he has learned how to communicate his goals and visions to his followers and subordinates effectively, he most likely will. This sense of confidence in his leadership behaviors will allow the participant to portray the leadership behaviors he learned in the training program.

Leaders who know they possess behaviors such as engendering trust, and motivating followers will more likely succeed in gaining respect and results. Those who have a doubt in their abilities will realize more difficulties in establishing a loyal following. The leader's self-efficacy concerning his leadership behaviors may be a key to determining his future success as a leader. If this is true, the effectiveness of a leadership seminar or training program can

be determined much quicker than waiting for performance reviews, profit sheets, or behavior changes.

EVALUATING LEADERSHIP TRAINING

Another question involved in assessing the success of a leadership-training program is the method of collecting the data. Most evaluations of leadership seminars involve both a pretest and a posttest of the participant's skills. This type of evaluation holds potential problems, because it assumes the participant's standards for measurement will not change before and after the seminar (Cronbach and Fury, 1970). Rohs and Langone (1997) point out an interesting example to illustrate this point.

Suppose, before a seminar, a participant feels that he or she is an average leader with average leadership abilities. However, what if the seminar changes his or her understanding of what skills are truly needed to be an effective leader? Their ratings would become distorted. To correct this problem Howard (1979) recommends that the participants respond twice to each of the questions measuring their skills during the posttest evaluation. The Post/Then methodology of testing prevents any sensitization that may have occurred as a result of the pretest (Wexley and Latham, 1981). If the participant pays attention to any particular part of the training program as a result of the material presented in a pretest, the data may not portray accurate results of what the participant may have learned. In the Post/Then evaluation, the participant is first asked to rate his or her leadership behaviors before the training program and the second

survey then asks them to rate the their behaviors afterwards. This helps to ensure that both responses will be made form the same perspective and somewhat free from bias (Rohs and Langone, 1997).

CHAPTER II

LITERATURE REVIEW

COMMUNICATION

Communication provides the basis for the interaction between people. A mother gently wakes her sleeping child with soft words to begin the day. A coach sends hand signals to the pitcher to make sure he throws his breaking ball and not the fastball to ensure strike three. The project manager congratulates his crew on completing the task ahead of schedule, while encouraging them to sustain this level of excellence on the next project. Every day, everywhere, communication influences everyone's lives. Often, though, its importance is overlooked, taken for granted, and even ignored.

The importance of communication spans widely across many disciplines. A leader should continuously broaden and expand his knowledge of how to communicate effectively. Poor communication can lead to misunderstanding (Fisher and Brown, 1988). Clarity is especially important when a leader portrays his vision and long range goals. It is important that the leader articulate his message in a clear and concise manner (Barker, 1990). By doing this, a leader may influence his organization to believe in his message. By communicating his or her vision, the leader establishes the organization's purpose. If the leader does not make sure his or her followers understand the vision, how can he also expect them to believe in it? (Barker 1990; Bennis 1989).

The manner in which the leader communicates his or her vision must also be consistent. If the organization does not hear a consistent message, they may not feel a commitment to the vision and long-term goals (Fisher and Brown, 1988). By communicating a clear and concise vision and long-term goals, they can effectively create an organizational culture that will lead to a friendlier environment.

Communication plays a crucial role when a leader wants to engender trust from his followers. A leader is only as credible as his followers perceive (Kouzes and Posner, 1993; Bittner, 1985). When a leader says one thing as his body language says another, his followers become confused by the mixed messages. Trust should be implied in the communication process. A leader should condition his communication to build good relationships and maintain interaction. When the leader feels that the organization can trust what he says, he will experience greater ease portraying his messages. This process can work in the opposite direction, though. Followers will judge a leader's dependability as a communicating agent by the degree to which he actually communicates (Johnson, 1976).

If a leader cannot explain a situation to its greatest extent, the group may perceive him as incompetent. A leader's credibility is directly related to his competency (Kouzes and Posner, 1993). If he is perceived as a poor communicator, then his followers may also question his trustworthiness (O'Keefe, 1990). A good communicator will likely gain his follower's trust and then take a step toward earning a reputation as a competent leader. Simple communication

skills, such as learning to listen, identifying with the group and knowing when not to speak, may augment the trust the group has for the leader (Barker, 1990). Communication is as much listening and placing comments in a timely fashion as it is portraying a vision. Leaders must master all facets of communication to gain the trust of their followers.

A leader's communication skills will take him further than just establishing trust with his followers. Times will arise in every leader's tenure when he or she must deal with a conflict or problem. Communication is essential to problem solving (Fisher and Brown, 1988). Some leaders may think that by ignoring a problem that it may go away. By failing to work out the conflict or problem, a leader allows it to grow until it may incur irreparable damage.

Constant and free communication can be therapeutic (Rogers, 1976). When addressing a problem, the leader wants to make sure that all channels of communication are open to allow for a free flow of ideas and possible solutions. It is important for the leader to define the problem and assess the actuality of the situation. He should bring all unknowns forward in order to prevent unnecessary conflict or confusion. The leader should establish procedures for solving problems. By doing this in a clear and concise manner, similar to that of communicating a vision, a leader will allow for minimal confusion.

For the next step, the leader should facilitate healthy discussions among the group. By encouraging discussion, the leader allows for a dissemination of ideas among the group members thus leading to a consensual decision. In addition, by allowing the organization input in the decision making process, the

leader helps instill a sense of contribution to the group. This may benefit in later situations, when another problem arises and a member feels confident in communicating his idea or solution. By seeking different perspectives and discussing different solutions to problems, the leader allows for the best possible answer and avoids conflict from rash decisions.

A leader also uses his or her communication skills to motivate followers. Communicating an inspiring vision may be one way to motivate followers, but a leader with good communication skills has many options. A leader can use his language as a control factor (Bittner, 1985). He does not have to overpower his followers, so long as he can influence them in other ways. A few encouraging words can go a long way in the follower's mind. They will feel as if they have greater support from their leader. This, most likely, will transfer to an increased commitment to excel at the designated task.

It is also important for a leader to clearly communicate a follower's role (Alpander, 1982). A follower will more likely do a good job if he knows precisely what his duties entail. This congruency between the supervisor and the subordinate will allow the subordinate to complete the task as instructed while giving the supervisor a sense of confidence that it will be completed in an efficient and timely fashion (Alpander, 1982).

The leader has several options to communicate his messages to his followers. Each option involves a different style of motivation. The leader may decide that a more authoritarian style of motivation is essential for the follower to

understand his messages (Bittner, 1985). The leader may look more closely at what the employee has accomplished and use threats to increase performance.

On the other hand, a leader may communicate his messages in a more soothing manner. He may have more interest in the follower and thus encourage increased performance rather than use threats (Bass, 1990). Both forms of communication have their time and place when motivating followers to complete a task. These communication skills allow a leader to portray his messages and motivate his followers.

Without communication skills, a leader does not have the ability to establish his goals within the organization. Developing a vision and inspiring it among the group is an essential role of a leader. By encouraging the group to believe in the goals of the organization, the leader can expect a greater commitment. To portray his vision in an effective manner, though, the leader must make sure his ideas are communicated as accurately and precisely as possible (Barker, 1985). When the leader begins to smother his messages with unnecessary detail, his point becomes clouded and unclear. His followers may lose sight of the goals of their tasks or just may not understand their roles (Barker, 1985).

While a leader may confuse his followers by communicating too much information, he may also lose their commitment through a lack of communication. A leader's communication must be constant as well as consistent. He must continually reinforce his vision or else he risks a reduction of his follower's commitment to that vision (Fisher and Brown, 1988). The leader must walk a fine

line when attempting to communicate his vision and goals to his followers. Too much detail may cause confusion, while inconsistent communication or lack thereof may cause the followers to alienate the leader's goals in which they once believed.

Communication consists of more than simple dialogue between two people. It concerns the specific of words such as tone, pitch, tempo, the thoughts behind the words, and the actions that accompany the words (Barker, 1985). An individual in a leadership position must realize things such as the tone of his or her voice. It may have an indirect influence on how his followers perceive a message.

A leader's actions and body language also send messages to his followers. Often times the followers may interpret a message in a distorted manner. A leader may reassure his followers that a situation may not be as bad as it seems, while, at the same time he appears tense and flustered. The group may seem unsure because of the mixed signals. Communication, indeed, expands far greater than simple dialogue.

The means by which a leader communicates is just as important as the discipline in which he uses those skills. A leader's ability to communicate greatly effects his presentation skills. The organization looks to the leader for confidence and reassurance. He must portray to his followers that he displays these traits, even if he does not. The leader must present himself in a poised manner. He does this by perfecting his communication skills. Communication spans far greater than words.

A leader must present himself as sure and confident. If a leader displays a defensiveness toward the group, he may, in turn, experience a defensive aura throughout the organization, leaving him feeling unsure about the group's commitment to him and the organization (Gibb, 1976). This happens when the leader allows his uncertainty to overcome him. When he perceives a threat, he begins to display defensive behavior (Gibb, 1976). As the leader begins to display barriers, the entire communication process breaks down (Rogers, 1976). The leader must learn to overcome these barriers and communicate his messages through them. He can then return confidence to his followers as well as his credibility as a leader.

One of the final and most important aspects for a leader to master his communication skills effectively entails perfecting his listening skills. Listening is often overlooked as a vital behavior of effective leadership. Often times, a leader is viewed as someone who can influence or manipulate a group towards his thinking. To the contrary, though, a true leader realizes the importance of his followers and understands they have important ideas and contributions as well. Listening is a two-way process. The leader must engage his thought process with the other person or group. He must remain focused and participate in 'active listening' (Fisher and Brown, 1988). Through behaviors such as asking questions to clarify issues and inquiring about more information, the leader shows the speaker he is listening and in tune to what he or she is saying.

Feedback is another important aspect of 'active listening.' Feedback occurs in both a negative and positive manner. Both negative and positive

feedback are forms of communicating, but negative feedback presents barriers and detracts from the communication process. A leader should never engage in negative feedback, which may include defensive communication or only partially responding to a question. A leader's actions may portray negative feedback as well. Wandering eyes or crossed arms may present the leader as not paying attention or care about what is being said. Negative feedback by a leader may lead to a lost sense of credibility or alienation by his followers. A leader can avoid this by taking an active part in the listening process (Bittner, 1985). By listening in an objective manner and asking for clarification, the leader will not only gain new ideas from his followers, but also give them confidence and a sense of contribution.

A leader's communication skills play an important role in his overall effectiveness. By mastering his communication skills, a leader can establish his credibility while feeling confident that his followers believe in his messages and carry out their duties with maximum effectiveness.

MOTIVATION

A leader's ability to motivate his followers is essential to his success. A leader must find his niche or specific style in order to maximize the performance and efficiency of those within the organization. Most leadership styles can be traced back to two main styles -- transactional and transformational leadership. A leader can use both styles of leadership as effective tools in motivating followers, but he may only successfully apply them at specific times and unique

situations. Transactional and transformational leaders may have the same goal of motivating their followers, but they approach their motivation techniques in very different manners.

Scholars deem transactional leadership as more straightforward than transformational leadership. The transactional leader operates within a system of exchange (Bass and Avolio, 1994). He uses this system of exchange to satisfy both his and the organization's goals. This process of exchange can vary widely. It may range from a benefit to the follower to a threat of punishment. Either way, one party receives something in exchange for services that were rendered (Burns, 1979).

A transactional leader motivates his followers through their tasks. He is a controlling and directing leader who seems more concerned with achieving the organization's goals than his follower's feelings and concerns (Bass and Avolio, 1994). His method of exchange is his main motivation tool (Kuhnert, 1994). A transactional leader will use incentives such as pay increases or bonuses to encourage his followers to work toward his goals (Bass, 1990). A transactional leader often views pay as a motivational tool. He looks to use it as a motivator to increase his follower's performance (Yankelovich and Immerwahr, 1983). He may not just limit himself to using pay as an incentive to work. A transactional leader may use other incentives as well as negative influences in his process of exchange.

A transactional leader may use threats of revoked privileges or punishments as his method of exchange. If a certain task is not finished or a

quota is not met, then the leader will invoke some standard of punishment. This is not viewed as a traditional exchange, but it is one nonetheless. A subset of transactional leadership can further explain the processes of this type of leader.

Contingent reward/punishment types of leadership clearly allow the exchange process to take place (Bass and Avolio, 1994). The leader's response to his follower's action is directly related to their performance. Contingent reward acts as a positive motivational tool for the employee. The leader acts as an agent of reinforcement for the follower (Sims, 1977). The leader's actions show the follower that his performance was satisfactory, if not better. The transactional leader will usually use two outlets for his process of exchange. He may either give praise for work done well, or he may give recommendations for a bonus or an increase in pay (Sims, 1977). Either way, the follower's reward is contingent on his good performance.

On the other hand, a follower's punishment may be contingent on poor performance or failure to complete a task. A transactional leader may use contingent punishment in this case. A leader may revoke privileges or punish the follower for failure to meet established goals. This type of leadership tends to have negative implications on the morale of the followers and does not motivate them to do their best job. It only encourages them not to fail. Thus, a stalemate might result and performance will likely plateau. The followers feel no incentive to strive and excel. They learn to find compliance in maintaining a consistent level of work.

Another type of transactional leadership is management by exception. This type of leadership is not conducive to progressive thinking either. A manager or leader who leads by exception waits for things to go wrong and then acts upon them. If a follower's performance falls below a threshold, then the leader takes action (Bass, 1985). This type of leader may actively seek out problems or wait for them to come to him. Either way, he may use punishment as a motivation tool to increase the performance of others. They fear the punishment may happen to them if their performance falls below the threshold (Bass, 1990).

Both contingent reward/punishment and management by exception have fallen in popularity as leadership styles. The controlling and dominating demeanor of the transactional leader does not tend to win the favor of his followers. These followers may feel threatened or under a constant watch. The few times a subordinate may sense a feeling of satisfaction occurs when the leader uses praise as a motivator and rewards the follower accordingly.

As leadership scholars realized transactional leadership produced results, but still fell short of maximum output, they saw the humanistic side of leadership, otherwise known as transformational leadership, as the possible key for successful leaders. While the transactional leader is more task-oriented, the transformational leader is more people-oriented.

Transformational leadership, which has risen as the preferred type of leadership in recent years, is concerned with the values, standards, and vision of the leader for his followers. Most importantly, a transformational leader will

attempt to create a vision so inspiring, that his followers will want to believe in it. They will want to follow him because they are enthusiastic and excited about accomplishing their tasks (Kuhnert, 1994). No longer does the "carrot and stick" adage of reward and punishment within transactional leadership hold such power (Yankelovich and Immerwahr, 1984).

Today's transformational leader cares about his followers. He inspires a commitment within them that leads to success (Dobbs, 1993). The transformational leader not only searches for performance success, but he encourages a type of personal success within his followers (Kuhnert, 1994). He looks to establish a sense of individuality and personality within each follower. Once the follower feels like a part of the organization, he will want to strive to better that organization for his own sake (Burns, 1979). A transformational leader succeeds at leading his people by making them want to better the organization, not by just fulfilling their role. The people feel self-motivated to strive for the top.

When Abraham Maslow's Motivation and Personality was published in 1954, he first addressed the needs a transformational leader attempts to fulfill. When a transformational leader articulates a vision and inspires his followers to believe in it, he addresses the followers' need of self-actualization (Maslow, 1954). Together, the leader and the follower work toward something that will increase their sense of self-worth. Ralph Waldo Emerson once said, "The reward for a thing well done is to have done it." If a transformational leader has done his job, he will have moved his followers to a behavior where they

transcend their own self-interest for the good of the organization (Bass, 1985). They feel a reward for developing the organization. They want the organization to succeed, so they take on greater responsibilities. They, in turn, take on a type of leadership role (Burns, 1978).

A transformational leader is one who motivates his followers to do more than they originally expected to do (Bass, 1985). A transactional leader, on the other hand, looks to make sure the job is done the right way. Both leadership styles have their specific time and place while they attempt to motivate their followers. While the transformational leader looks to inspire his followers, he may find it difficult to move people in such a dramatic fashion. A transactional leader takes a direct route and looks to satisfy the followers' current needs with a simple exchange. He may, though, seem distant to his followers and create an uncomfortable feeling. At these times, a combination of both styles may benefit the leader the most. Nonetheless, both leadership styles rely on motivation as an essential factor for getting the job done.

PROBLEM SOLVING and CONFLICT RESOLUTION

A leader's problem solving and conflict resolution skills play a major role in his ability to serve as an effective leader. When people become bothered or distressed, it affects their work. Their minds may wander and then problems and possible conflicts begin to arise. A leader's responsibilities not only include how to deal with an issue when it is presented, but to also know how to see the

warning signs of problems and conflicts. The easiest problem to solve may be the problem that is prevented.

Problems and conflicts occur when people overlook mistakes or information. A leader can prevent these careless mistakes by tuning into possible warning signs. These issues may occur because of three main reasons:

1. Resentments build up.
2. Feelings become displaced onto other people or things.
3. Gripping, backbiting, gossip, or general discontent (Gordon, 1977).

A leader can avoid future situations by looking for these warning signs. One of a leader's most important skills when dealing with problems may be his listening skill. By listening intently to a follower's problems, the leader shows he cares. This may not only prevent future conflicts, but also may increase the follower's sense of self-worth. He may now feel as a wanted part of the organization, which could lead to increased performance later.

A leader must listen to all sides of an issue to ensure a thorough solution. Problems are bound to arise during a leader's tenure. Sometimes a leader may view conflict or problems as a symptom of his incompetence. With this attitude, the leader is sure to face defeat in the future (Gordon, 1977). Leaders must realize that problems and conflicts will occur. Sometimes they may even be the result of a healthy discussion or brainstorm. The leader's challenge lies within how he handles the situation. An important aspect of a leader is his ability to deal with conflict among colleagues and to avoid continuing conflicts. These continuing problems may affect the completion of the desired task (Bass, 1990).

Many times followers will judge a leader's effectiveness by his ability to convert conflicts and problems into situations of agreement and consensus among the organization (Walton, 1992). A good leader will build upon these agreements until a positive is made from the negative that once ensued.

When solving conflicts, three scenarios could possibly occur: (1) I win -- you lose. (2) You win -- I lose. (3) Nobody loses or a win/win situation (Gordon, 1977). The third scenario is the ideal situation. Here, neither party comes out with a bad solution. The leader facilitates the discussion so both parties can enjoy a mutual compromise. A situation of mutual agreement conveys several benefits such as increased commitment to carry out the decision, higher quality decisions, warmer relationships, quicker decisions, and no 'selling' required (Gordon, 1977). The leader can rest assured that both parties will agree to the terms, thus permitting him from having to persuade them accordingly. As long as the leader deals fairly and equitably with all workers in the organization and makes sure all followers perceive his actions in such a manner, he should create an atmosphere with reduced tensions and fewer opportunities for conflict (Brody, 1991).

Occasionally, though, no matter how much prevention the leader implements, problems will arise. The leader must know how to deal with these problems in a well thought out manner. By following the basic plan to decision making and problem solving, a leader can find the best solution to settle the situation. First, the leader should define the problem. He should take the time to articulate the situation clearly. Next, he should establish the procedures the

organization will undertake to carry out the solution. Third, the leader should identify the issues of the situation. He should clarify who will be affected, how they will be affected as well as address any other pertinent situations that may arise. Then the leader should define the possible options. He should look down all possible routes to solving the problem or conflict. Next, he should facilitate the involved parties in a discussion to reach an agreement. This agreement should include a win/win situation that will benefit both parties. Finally, he should implement the agreement. The leader should make sure that both parties follow the procedures established at the beginning of the process. This will help the followers maintain a sense of confidence that their leader will stand by his word and always look for the best possible solution (Brody, 1991; Gordon, 1977; Bass, 1990).

Every leader will encounter situations where conflict or problems will slow the organization's functions. It is the leader's responsibility to deal with these situations in a timely and diplomatic fashion. By following a consistent plan to deal with undesirable situations, the followers will uphold the leader's decision and respect the circumstances that follow.

ENGENDERING TRUST

"Trust is often seen as the single most important element of a good working relationship" (Fisher and Brown, p. 107). A credible leader is essential to the success of the organization (Kouzes and Posner, 1993). A trustworthy leader increases commitment from the organization to follow him. If the leader cannot

gain the trust of his followers, then they may be reluctant to follow. This trust plays an important role in the leader reaching his and the organization's goals. Morgan McCall and Michael Lombardo of the Center for Creative Leadership found that managers who reached the top were most likely to follow the following formula, "I will do exactly what I say I will do when I say I will do it. If I change my mind, I will tell you well in advance so you will not be harmed by my actions" (Kirkpatrick and Locke, 1991). This formula advocates a simple maxim for engendering trust and becoming a credible leader – consistency and honesty are to the key to successful leadership (Kouzes and Posner, 1993).

Leaders gain trust through predictable, consistent, and persistent actions (Kirkpatrick and Locke, 1991). By maintaining consistency between actions and words, a leader can show his followers that he will follow through on his promises (Kouzes and Posner, 1993). By establishing a credible reputation, a leader can feel confident that his followers will show him the same honesty. A leader should work toward a relationship between his followers and himself that is built with trust, consistency, and a genuine feeling that the assigned tasks will be completed in a timely and accurate fashion. By maintaining a high degree of reliability, the leader takes a step toward building a working relationship. This positive relationship between the leader and workers creates an atmosphere where everyone knows the other will perform his duty to his or her fullest potential.

A leader may begin to lose the trust of his followers when his credibility begins to drop. When the leader begins to renounce his promises or undermine

the integrity of his followers, they may become less likely to trust him in the future. This may lead to the followers attempting to fend for themselves rather than work toward the goals of the organization. The leader may lose the trust of his followers. His incompetencies may prevent him from attaining credibility.

To gain the followers' trust, the leader must show that he is capable of leading the organization toward its goals. A leader with poor communication skills may create a misinterpretation thus leading to a failed commitment (Fisher and Brown, 1988). If the followers begin to perceive the leader's instructions in different ways, confusion is bound to occur, thus leading to unclear goals and unfinished tasks. For communication to be effective, followers must trust their leader. A lack of trust limits the effectiveness of communication (Bittner, 1985). Both communication and credibility are interlocked in a successful leader's role.

A leader must also prove he is educated about the goals of the organization in order to gain the trust of his followers. A leader must communicate to the organization's members that he is competent and disclose this information to the group in such a manner that they believe in his ability. The group will judge the leader's dependability by his ability to prove his knowledge (Johnson, 1976). A leader must also know enough about the goals and vision of the organization to deal with conflicts as they occur. This will help prove to his followers his worthiness as their leader. If a leader is not sure what decision to make, or expresses a high degree of doubt, then the followers will be less likely to trust him and be committed to the vision (Kirkpatrick and Locke, 1991). The leader's competence and knowledge of his role play a crucial part in influencing

and persuading his followers that he should be the leader. When the leader appears to breach this trust by communicating ineffectively or displaying ignorance toward a situation, the ambiguity that follows can create a sense of animosity within the organization (Bhide, 1990).

When a leader gains the trust of his followers, he sees his rewards through increased commitment and performance and greater efficiency. When he displays a lack of competence or betrayal, his punishment becomes his loss of credibility from his followers. His ineffectiveness as a leader will soon set in and his failure to meet his goals becomes inevitable (Bhide, 1990). By maintaining consistent actions and fulfilling promises, an honest leader can ensure an organization will follow through to achieve its goals and succeed in most endeavors (Fisher and Brown, 1977).

ESTABLISHING VISION

A leader must also learn to establish and communicate to his followers his long-term goals, especially a vision. A vision, concisely put, is the goals and purpose of the organization. A vision is important for an organization. It is the image of the organization's preferred future. It is more than just long term goals or the objectives of the organization. A vision should explain: 'What is the future of the company?' 'Why does the organization exist?' and 'How will its purpose be achieved in relation to the organization's core values?' (Nanus, 1992).

Once the leader has established the vision for the organization, he must also make the followers believe in it. By having a shared vision with the

followers, the leader will easily be able to gain more support for his ideas and suggestions. The organization will work as a team, because they have the same idea for its purpose. There will be a greater flow of ideas through discussion. A shared vision gives the followers a feeling of contribution to the organization. The vision brings together all people within the group and ties together all functions and tasks of the organization.

Establishing the vision may be one of the most important tasks of a leader. The vision must encompass the current purpose of the organization while articulating where it needs to be in the future. The future plays an important role in establishing a vision. It encompasses the unknown and forces the vision to explain change. The difficulty in establishing a vision is accounting for the change. Some change may be predictable, while some will not. When alternatives to the organization's set plan present themselves, the vision must account for them. A broad vision will articulate the purpose for all facets of the organization, while allowing for change and unexpected alternatives. As change occurs, the vision may need to be altered. As the purpose of the organization may change, the vision must change with it. For the most part, though, a vision will establish and help define the organization.

A vision requires three main components. A vision is 'What?' It is the picture the organization expects to create in the future. It answers what the organization expects to accomplish or generally defines the products and/or services that the organization renders. The 'Why?' part of the vision helps define the purpose of the organization. Why does the organization exist? Some people

think that all companies are created to make money. Money is simply one type of motivator for the company to exist. It is an incentive to strive for the vision. The vision establishes why the company exists, why it does what it does. The third question of a vision discusses how the vision is going to be achieved. It answers the question, 'How do we want to act along the path to our vision?' This entails defining the core values of the organization. It is important for the leader to determine these values, because they set the boundaries for the actions to carry out the vision. A leader should not establish a vision that expects him to step outside of his core values or beliefs. These values should be a staple of the organization, and nothing should ask anyone affiliated with the organization to step outside of these beliefs. If it does, it is wrong for the organization and the leader should deal with this conflict in a manner that will maintain his credibility and uphold the integrity of the organization (Bennis, 1989).

Once a vision is established, the leader must articulate it in a manner that encourages the followers to believe in it as strongly as the leader. This vision will serve as the beacon for which the organization should strive. If a leader cannot convey this vision in a manner where the followers believe in it and are inspired by it, he will fail. This vision should serve as motivator for the group. They should enthusiastically want to strive for it for the organization's sake as well as because they believe in it. A lack of communication may reduce the commitment for the vision, though (Fisher and Brown, 1988). By consistently reinforcing the values of the vision, the leader will continue to reinforce the follower's enthusiasm and belief. With trust and effective communication, a leader can

guarantee the people will be willing to follow the vision and act on his initiatives (O'Keefe, 1990).

This guiding vision is extremely important to the success of the organization. It sets the path of the leader and the organization (Bennis, 1989). It serves as a motivator for the organization and a beacon of its status for the future. The vision, plainly put, establishes 'Where do you want to go?' and 'How do you want to get there?' (Bennis, 1989).

CHAPTER III

METHODOLOGY

"Leadership is like a language, we all have the capacity for it, some more than others" (Rosen, 1996). Somewhat similar to learning a language is the fact that the majority of leadership is learned in the real world. We learn it by watching and studying others. It is the finer points that can be trained and learned in the classroom.

Debates have ensued about the origins of leadership. Some people argue that leaders are born, while others maintain that leadership can be taught. Both schools of thought, though, concern the issue of self-efficacy. If a leader does not perceive himself as a leader, then his actions will reflect this doubt. A leader must feel like he is the leader. He must feel like he is the primary communicator and motivator of the organization. He must have confidence in his problem solving skills and his ability to establish a vision. He must be able to earn the trust of his followers. A leader must have confidence in his ability to carry out these essential behaviors of leadership. Through field research and a literature review, this study has identified behaviors that an effective leader should possess and whether the participants' awareness of those behaviors can be heightened in a classroom setting.

Purpose and Objectives

The purpose of this study is to discover important behaviors a leader possesses which help him motivate a group toward a common goal. Most leaders have certain behaviors they emphasize more than others to help them achieve the end of motivating a group or team. This study will attempt to find some consistency in these behaviors and show that leaders have certain behaviors in common that make them successful.

Upon determining these behaviors, this study will evaluate whether they can be taught in a classroom setting so that the participants feel they can portray them in a more effective manner.

The specific objectives of this study were to determine:

1. common behaviors that help a leader motivate a group toward a common goal.
2. upon completion of a leadership development class, whether the participants feel they have a heightened perception of how they can use these behaviors to facilitate their role as a leader.
3. if these behaviors can be taught so that those who aspire to leadership increase their self-efficacy.
4. if there is a difference between males and females and their perception of how their leadership behaviors may have changed as a result of the leadership development class.

Research Design

A Post/Then research design was used for this study. Upon completion of a leadership development class, the participants were asked to answer a questionnaire that asked them to rank how they perceived their leadership behaviors before and after the class. The questions were categorized into five behavior constructs: Communication, Motivation, Problem-Solving, Engendering Trust and Establishing Vision.

The participants were also asked to answer certain demographic questions such as gender, major, classification and age.

Delimitations

This study was delimited to students enrolled in AGED 481, Agriculture Education Seminar during the fall semester of 1998 and the spring semester of 1999 and had completed AGED 340, Professional Leadership Development.

Limitations

This study was limited to the students who were attending class on the day the questionnaires were given.

Hypotheses

For the purpose of this study, five leadership behaviors were identified as being essential for a successful leader. They were the ability to communicate, motivate, solve problems, to engender trust, and to set a vision. Based on the

objectives and purpose, the following hypotheses and null hypotheses were formulated:

H₁= Upon completion of the leadership development class, the participants will perceive a heightened sense of self-efficacy in their communication behavior.

H₂ = There will be no difference between males and females in how they perceive their communications behaviors have changed upon completion of the leadership development class.

H₃ = Upon completion of the leadership development class, the participants will perceive a heightened sense of self-efficacy in their motivation behavior.

H₄ = There will be no difference between males and females in how they perceive their motivation behaviors have changed upon completion of the leadership development class.

H₅ = Upon completion of the leadership development class, the participants will perceive a heightened sense of self-efficacy in their ability to solve problems.

H₆ = There will be no difference between males and females in how they perceive their ability to solve problems has changed upon completion of the leadership development class.

H₇ = Upon completion of the leadership development class, the participants will perceive a heightened sense of self-efficacy in their ability to engender their follower's trust.

H₈ = There will be no difference between males and females in how they perceive their ability to engender their follower's trust has changed upon completion of the leadership development class.

H₉ = Upon completion of the leadership development class, the participants will perceive a heightened sense of self-efficacy in their ability to establish a vision within the organization.

H₁₀ = There will be no difference between males and females in how they perceive their ability to establish a vision has changed upon completion of the leadership development class.

Description of Sample

The target population for this study consisted of Agricultural Education majors at Texas A&M University. The participants were chosen from the Agriculture Education Seminar classes (AGED 481) during the fall semester of 1998 and spring semester of 1999. As a prerequisite for AGED 481, the students must have taken Professional Leadership Development (AGED 340). The accessible population consisted of the Agricultural Education students who were enrolled in AGED 481 at the time the questionnaire was distributed. Only the students enrolled in AGED 481, and who had completed AGED 340 were chosen for the sample.

The respondents represent a select sample of 103 Agricultural Education students at Texas A&M University. Both male and female respondents, ages 21 to 34, completed the questionnaire. The SPSS procedure FREQUENCY was used to compute both the age and gender distribution of the respondents.

There was a slightly greater representation of males than females. Males represented 55.3% of the respondents, while females accounted for 44.7% of the sample population.

Respondents were asked for their age as well. Participants' age ranged from ages 21 to 34, while 92.2% fell within the range of 21 to 25 years old. Age was considered an irrelevant variable to determine if the respondents perceived a change in their leadership behavior.

Instrumentation

The instrument used to assess the participants self-efficacy with regard to their leadership behaviors was the Multifactor Leadership Questionnaire, Leader Form 5X-short. This instrument was developed by Bernard M. Bass and Bruce Avolio in 1994. The original instrument consisted of 45 statements with 12 internal scales. These scales were originally set to determine a leader's specific style. For the purpose of this study, the statements were regrouped into five behavioral constructs.

Respondents were asked to answer statements regarding the manner in which they perceived their leadership behaviors before and after they completed the leadership development class. The statements used on the questionnaire to measure student's behaviors with regard to the five constructs are shown in Table 1.

Responses were based on a five point scale of: 0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly Often, 4 = Frequently, If not always. A higher numeric value for a particular statement indicated a stronger agreement or self-perception of that behavior.

Table 1. Leadership Behavioral Constructs adapted from the Multifactor Leadership Questionnaire, Leader Form (5X-short).

Construct	Item #	Statement
Communication	6.	I talk about my most important values and beliefs.
	10.	I discuss in specific terms who is responsible for achieving performance targets.
	12.	I talk enthusiastically about what needs to be accomplished.
	14.	I spend time teaching and coaching.
	15.	I make clear what one can expect to receive when performance goals are achieved
	32.	I delay responding to urgent questions.
	34.	I express satisfaction when other meet expectations
Motivation	1.	I provide others with assistance in exchange for their efforts
	9.	I instill pride in others for being associated with me.
	11.	I wait for things to go wrong before taking action.
	24.	I display a sense of power and confidence.
	26.	I direct my attention toward failures to meet standards.
	30.	I help others to develop their strengths.
	36.	I am effective in meeting others' job-related needs.
	37.	I get others to do more that they expected to do.
Problem Solving	39.	I heighten others' desire to succeed.
	41.	I increase other's willingness to try harder.
	2.	I re-examine critical assumptions to question whether they are appropriate.
	3.	I fail to interfere until problems become too serious.
	5.	I avoid getting involved when important issues arise.
	7.	I seek differing perspectives when solving problems.
	16.	I show that I am a firm believer in "If it ain't broke, Don't fix it."
	19.	I demonstrate that problems must become chronic before I take action.
Engendering Trust	22.	I consider the moral and ethical consequence of decisions.
	27.	I avoid making decisions.
	29.	I get others to look at problems from many different angles.
	31.	I suggest new ways of looking at how to complete assignments.
	4.	I focus attention on irregularities, mistakes, exceptions, and deviations from standards.
	17.	I go beyond self-interest for the good of the group.
	18.	I treat others as individuals rather than just as a member of a group.
Vision	20.	I act in ways that build other's respect for me.
	21.	I concentrate my full attention on dealing with mistakes, complaints, and failures.
	23.	I keep track of all mistakes.
	28.	I consider an individual as having different needs, abilities, and aspirations.
	38.	I am effective in representing others to higher autonomy.
	8.	I talk optimistically about the future.
	13.	I specify the importance of having a strong sense of purpose.
	25.	I articulate a compelling vision of the future.
	33.	I emphasize the importance of having a collective sense of mission.
	35.	I express confidence that goals will be achieved.
	40.	I am effective in meeting organizational requirements.

The SPSS^R procedure RELIABILITY was used to compute instrument reliability. Results are reported in Table 2. Chronbach's coefficient alpha was computed for each of the five construct scales.

In effort to increase the reliability of the constructs, three statements were deleted. Statements 32, 11, and 23 were deleted from the Communication, Motivation, and Engendering Trust constructs respectively. In order to give the Problem Solving construct a reliable alpha, too many items would have to be deleted. Thus, the Problem Solving construct was *dropped from the study* due to its low reliability coefficient alpha of .53. The data derived within this construct could not produce significant results to make sound conclusions. The reliability coefficients were as follows: Communication (.76), Motivation (.86), Engendering Trust (.66), and Vision (.84). Results can be seen in Table 2.

Table 2. Reliability Coefficients (Alpha) for the Leadership Behavioral Constructs after items were deleted to increase reliability.

Construct	n	Alpha
Communication	103	.76
Motivation	103	.86
Engendering Trust	103	.66
Vision	103	.84

Data Collection

In an effort to ensure anonymity of the subjects, the researcher was not present for the collection of the data. The professors for the AGED 481 Seminar class agreed to carry out the necessary steps for gathering the data.

On the last day of class during the fall semester of 1998 and the first day of class during the spring semester of 1999, the questionnaires were distributed

among the AGED 481 Seminar classes to the students who had previously completed AGED 340, Professional Leadership Development. A complete set of directions was attached to each packet to inform the students of the proper way to answer the questionnaire. The professors returned the questionnaires to the researcher so the data could be analyzed.

Each questionnaire contained a statement providing instructions for completion and information assuring the protection of the subject's anonymity. The questionnaire began with five demographic questions followed by the Multifactor Leadership Questionnaire, Leader Form (5X-short). The researcher then scored the data and entered the information into the computer for analysis.

Data Analysis

Data were analyzed using the Statistical Package for Social Sciences for WindowsTM Release 7.5 (SPSS^R) on a personal computer. The data generated by the analysis were descriptive. Hypotheses were tested using T-Test, reliabilities, and frequency distributions. A confidence interval of alpha .50 was set a priori.

The SPSS^R procedure RELIABILITY was used to determine the internal consistency of the instrument. Cronbach's coefficient Alpha was computed on each of the five behavioral constructs of the Multifactor Leadership Questionnaire, Leader Form (5X-short).

Descriptive statistics generated by SPSS^R procedure FREQUENCIES were used to report figures, percentages and central tendencies for the variables.

The SPSS^R procedure T-TEST for independent measures was used to determine the relationship of how the participants perceived their leadership behavior before enrolling in and after completing AGED 340, Professional Leadership Development. The scores were taken from the Multifactor Leadership Questionnaire, Leader Form (5X-short) The T-Test for independent means was also used to determine any difference between male and female respondents.

CHAPTER IV

FINDINGS AND DISCUSSION

Purpose and Objectives

The purpose of this study is to measure participants' awareness of important behaviors a leader possesses which help him motivate a group toward a common goal. Most leaders have certain behaviors they emphasize more than others to help them achieve the end of motivating a group or team. This study will attempt to find some consistency in these behaviors and show effective leaders have certain characteristics and behaviors in common that make them successful.

Upon determining specific behaviors, this study will evaluate whether they can be taught in a classroom setting in order for the participants to feel they can portray these behaviors in a more effective manner.

The specific objectives of this study were to determine:

1. common behaviors that help a leader motivate a group toward a common goal.
2. upon completion of a leadership development class, whether the participants feel they have a heightened perception of how they can use these behaviors to facilitate their role as a leader.
3. if these behaviors can be taught so that those who aspire to leadership increase their self-efficacy.

4. if there is a difference between males and females and their perception of how their leadership behaviors may have changed as a result of the leadership development class.

Hypotheses

For the purpose of this study, five leadership behaviors were identified as being essential for a successful leader. They were the ability to communicate, motivate, solve problems and resolve conflict, the ability to engender trust, and to set a vision. Based on the objectives and purpose, the following hypotheses and null hypotheses were formulated:

H₁= Upon completion of the leadership development class, the participants will perceive a heightened sense of self-efficacy in their communication behavior.

H₂ = There will be no difference between males and females in how they perceive their communications behaviors have changed upon completion of the leadership development class.

H₃ = Upon completion of the leadership development class, the participants will perceive a heightened sense of self-efficacy in their motivation behavior.

H₄ = There will be no difference between males and females in how they perceive their motivation behaviors have changed upon completion of the leadership development class.

H₅ = Upon completion of the leadership development class, the participants will perceive a heightened sense of self-efficacy in their ability to solve problems.

H₆ = There will be no difference between males and females in how they perceive their ability to solve problems has changed upon completion of the leadership development class.

H₇ = Upon completion of the leadership development class, the participants will perceive a heightened sense of self-efficacy in their ability to engender their follower's trust.

H_8 = There will be no difference between males and females in how they perceive their ability to engender their follower's trust has changed upon completion of the leadership development class.

H_9 = Upon completion of the leadership development class, the participants will perceive a heightened sense of self-efficacy in their ability to establish a vision within the organization.

H_{10} = There will be no difference between males and females in how they perceive their ability to establish a vision has changed upon completion of the leadership development class.

Description of the Sample

The target population for this study consisted Agricultural Education students at Texas A&M University. The participants were chosen from the Agriculture Education Seminar classes (AGED 481) during the fall semester of 1998 and spring semester of 1999. As a prerequisite for AGED 481, the students must have completed Professional Leadership Development (AGED 340). The accessible population consisted of the Agricultural Education students who were enrolled in AGED 481 at the time the questionnaire was distributed. Only the students enrolled in AGED 481 and who had completed AGED 340 were chosen for the sample.

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There was a slightly greater representation of males than females. Males represented 55.3% of the respondents, while females accounted for 44.7% of the sample population.

Respondents were asked for their age as well. They ranged from ages 21 to 34, while 92.2% fell with the age range of 21 to 25 years old. Age was considered an irrelevant variable to determine if the respondents perceived a change in their leadership behavior. These results are found in Tables 3 and 4.

Table 3. Sample Demographics: Gender of Respondents

	Male (n=57)	Female (n=46)
Percentages	55.3%	44.7%

Table 4. Sample Demographics: Age of Respondents

	21 to 25 years (n=95)	25 years and older (n=8)
Percentages	92.2%	7.8%

Other factors that describe the sample for the study are the classification of the participants and their major at Texas A&M University. 97.7 % (n=100) of the participants were classified as seniors and 100% (n=103) of the respondents were enrolled as Agriculture Development majors at Texas A&M University.

SUMMARY OF FINDINGS

Findings Related to Hypothesis One

A T-Test for independent means was used to test H_1 = Upon completion of the leadership development class, the participants will perceive a heightened sense of self-efficacy in their communication behavior.

Responses with regard to communication behaviors were scaled into six answers. Means of the respondents' answers from the post and then questionnaires were compared to determine if there was a significant change of their perceptions of their communication behaviors after completing AGED 340, Professional Leadership Development.

Statements 6, 12, and 14 had a significant change. Statements 10, 15 and 34 did not exhibit a significant change as a result of the leadership class. Summaries of these results are found in Table 5. These results indicate half of the communication behaviors asked were taught so that the participants felt as if their behaviors had changed as a result of AGED 340, Professional Leadership Development.

Table 5. T-Test for Independent Samples: Comparing a Change in the Participants' perception of their Communication Behaviors

Multifactor Leadership Questionnaire, Communication ¹	n	Mean	SD	Significance ²
6. I talk about my most important values and beliefs.				.016
Post	103	2.92	.94	
Then	103	2.31	1.07	
10. I discuss in specific terms who is responsible for achieving performance targets.				.145
Post	102	2.95	.87	
Then	101	2.24	.94	
12. I talk enthusiastically about what needs to be accomplished.				.013
Post	103	3.24	.69	
Then	103	2.72	.88	
14. I spend time teaching and coaching.				.002
Post	103	2.94	.89	
Then	103	2.19	1.10	
15. I make clear what one can expect to receive when performance goals are achieved				.311
Post	103	3.13	.79	
Then	103	2.41	.83	
34. I express satisfaction when other meet expectations				.480
Post	103	3.40	.65	
Then	103	2.92	.85	

Note: ¹MLQ Scale: 0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly Often, 4 = Frequently, If not always.

²Significance according to Levene's Test is <.05

Findings Related to Hypothesis Two

A T-Test for independent means was used to test H_2 = There will be no difference between males and females in how they perceive their communication behaviors have changed upon completion of the leadership development class.

The construct as a whole did not exhibit a significant difference between genders, and how they perceived their communication behaviors. The results can be seen in Table 6.

Table 6. Comparison of the Means of Communication Construct by Gender

	N	Mean	SD	Significance
Before AGED 340				.111
Male	57	2.48	.56	
Female	44	2.42	.74	
After AGED 340				.595
Male	57	3.08	.50	
Female	45	3.11	.60	

Note: ¹MLQ Scale: 0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly Often, 4 = Frequently, If not always.

²Significance according to Levene's Test is <.05

The means of all statements regarding communication behavior were compared to determine if there was a difference in how males and females perceived any changes in their behavior. The results of the analysis are represented in Table 7. A statistically significant difference was found between the means of genders in statement 10. All other statements within the communication behavioral construct did not show a significant difference between the way males and females experienced a perceived change in their behavior.

Table 7. T-Test for Independent Samples: Comparing a Change in the Gender perception of Communication Behaviors (posttest)

Multifactor Leadership Questionnaire, Communication ¹	n	Mean	SD	Significance ²
6. I talk about my most important values and beliefs.				.952
Male	57	2.89	.92	
Female	46	2.96	.97	
10. I discuss in specific terms who is responsible for achieving performance targets.				.034
Male	57	3.00	.78	
Female	45	2.89	.98	
12. I talk enthusiastically about what needs to be accomplished.				.236
Male	57	3.23	.66	
Female	46	3.26	.74	
14. I spend time teaching and coaching.				.116
Male	57	3.00	.80	
Female	46	2.87	1.00	
15. I make clear what one can expect to receive when performance goals are achieved				.115
Male	57	3.09	.76	
Female	46	3.17	.82	
34. I express satisfaction when other meet expectations				.640
Male	57	3.26	.61	
Female	46	3.57	.65	

Note: ¹MLQ Scale: 0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly Often, 4 = Frequently, If not always.

²Significance according to Levene's Test is <.05

Findings Related to Hypothesis Three

A T-Test for independent means was used to test H_3 = Upon completion of the leadership development class, the participants will perceive a greater sense of self-efficacy in their motivation behavior. Responses with regard to motivation behaviors were scaled into nine statements. Means of the respondents' answers from the post and then questionnaires were compared to determine if there was a significant change of their perceptions of their

communication behaviors after completing AGED 340, Professional Leadership Development.

Statements 24, 39, and 41 had a significant change. Statements 1, 9, 30, 26, 36, and 37 did not exhibit a significant change as a result of the leadership class. These results indicate one-third of the motivation behaviors the questionnaire asked about were taught so that the participants felt their behaviors had changed.

Table 8. T-Test for Independent Samples: Comparing a Change in the Participants' perception of their Motivation Behaviors

Multifactor Leadership Questionnaire, Motivation ¹	n	Mean	SD	Significance ²
1. I provide others with assistance in exchange for their efforts.				.183
Post	102	3.24	.82	
Then	102	2.75	.92	
9. I instill pride in others for being associated with me.				.200
Post	101	3.00	.93	
Then	101	2.51	.96	
24. I display a sense of power and confidence.				.007
Post	102	3.17	.70	
Then	103	2.63	.87	
26. I direct my attention toward failures to meet standards.				.859
Post	102	1077	1.10	
Then	102	1.68	1.02	
30. I help others to develop their strengths.				.069
Post	103	3.18	.75	
Then	103	2.63	.84	
36. I am effective in meeting others' job-related needs.				.089
Post	103	3.24	.75	
Then	103	2.73	.84	
37. I get others to do more that they expected to do.				.095
Post	103	2.89	.78	
Then	102	2.33	.87	
39. I heighten others' desire to succeed.				.039
Post	103	3.10	.72	
Then	103	2.56	.79	
41. I increase other's willingness to try harder.				.001
Post	103	3.21	.74	
Then	103	2.63	.96	

Note: ¹MLQ Scale: 0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly Often, 4 = Frequently, If not always. ²Significance according to Levene's Test is <.05

Findings Related to Hypothesis Four

A T-Test for independent means was used to test H_4 = There will be no difference between males and females in how they perceive their motivation behaviors have changed upon completion of the leadership development class.

The construct as a whole did not exhibit a significant difference between genders, and how they perceived their motivation behaviors. The results can be seen in Table 9.

Table 9. Comparison of the Means of Motivation Construct by Gender

	N	Mean	SD	Significance
Before AGED 340				.359
Male	57	2.54	.58	
Female	41	2.47	.66	
After AGED 340				.943
Male	55	3.01	.51	
Female	44	2.94	.50	

Note: ¹MLQ Scale: 0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly Often, 4 = Frequently, If not always.

²Significance according to Levene's Test is <.05

The means of all statements regarding motivation behavior were compared to determine if there was a difference in how males and females perceived any changes in their behavior. The results of the analysis are represented in Table 10.

A statistically significant difference was found between the means of genders in statement 9. All other statements within the motivation behavioral construct did not show a significant difference between the way males and females experienced a perceived change in their behavior.

Table 10. T-Test for Independent Samples: Comparing a Change in the Gender Perception of Motivation Behaviors (PostTest)

Multifactor Leadership Questionnaire, Motivation ¹	n	Mean	SD	Significance ²
1. I provide others with assistance in exchange for their efforts.				.540
Male	57	3.16	.77	
Female	45	3.33	.88	
9. I instill pride in others for being associated with me.				.001
Male	56	3.14	.75	
Female	45	2.82	1.09	
24. I display a sense of power and confidence.				.275
Male	57	3.23	.63	
Female	45	3.09	.79	
26. I direct my attention toward failures to meet standards.				.242
Male	56	2.05	1.02	
Female	46	1.43	1.11	
30. I help others to develop their strengths.				.635
Male	57	3.16	.77	
Female	46	3.22	.73	
36. I am effective in meeting others' job-related needs.				.583
Male	57	3.11	.75	
Female	46	3.41	.72	
37. I get others to do more that they expected to do.				.053
Male	57	2.91	.87	
Female	46	2.87	.65	
39. I heighten others' desire to succeed.				.718
Male	57	3.14	.72	
Female	46	3.04	.73	
41. I increase other's willingness to try harder.				.970
Male	57	3.21	.75	
Female	46	2.22	.73	

Note: ¹MLQ Scale: 0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly Often, 4 = Frequently, If not always.

²Significance according to Levene's Test is <.05

Findings Related to Hypotheses Five and Six

Since the Problem Solving construct did not yield a useable reliability, it could not be considered for the purpose on this study. Therefor no conclusions can be drawn from the following hypotheses.

H₅ = Upon completion of the leadership development class, the participants will perceive a greater sense of self-efficacy in their ability to solve problems.

H₆ = There will be no difference between males and females in how they perceive their ability to solve problems has changed upon completion of the leadership development class.

Findings Related to Hypothesis Seven

A T-Test for independent means was used to H₇ = Upon completion of the leadership development class, the participants will perceive a greater sense of self-efficacy in their ability to engender their follower's trust. Responses with regard to behaviors of engendering trust were scaled into seven statements. Means of the respondents' answers from the post and then questionnaires were compared to determine if there was a significant change of their perceptions of their communication behaviors after completing AGED 340, Professional Leadership Development.

Statements 4, 17, and 21 noticed a significant change. Statements 18, 20, 28, and 38 did not exhibit a significant. These results, shown in Table 11, indicate almost half of the trust behaviors the questionnaire asked about were taught so that the participants felt their behaviors had changed as a result of AGED 340, Professional Leadership Development.

Table 11. T-Test for Independent Samples: Comparing a Change in the Participants' Perception of Behaviors to Engender Trust

Multifactor Leadership Questionnaire, Motivation ¹	n	Mean	SD	Significance ²
4. I focus attention on irregularities, mistakes, exceptions, and deviations from the standards				.047
Post	102	1.98	1.23	
Then	102	2.21	1.01	
17. I go beyond self-interest for the good of the group.				.050
Post	103	3.27	.74	
Then	103	2.68	.89	
18. I treat others as individuals rather than just a member of a group.				.751
Post	103	3.35	.74	
Then	103	2.92	.89	
20. I act in ways that build other's respect for me.				.922
Post	102	3.25	.74	
Then	103	2.94	.84	
21. I concentrate my full attention on dealing with mistakes, complaint, and failures.				.002
Post	102	1.79	1.20	
Then	102	1.95	.96	
28. I consider an individual as having different needs, abilities, and aspirations.				.569
Post	102	3.27	.77	
Then	103	2.89	.90	
38. I am effective in representing others to higher autonomy				.454
Post	101	2.96	.84	
Then	100	2.39	.84	

Note: ¹MLQ Scale: 0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly Often, 4 = Frequently, If not always.

²Significance according to Levene's Test is <.05

Findings Related to Hypothesis Eight

A T-Test for independent means was used to measure H_8 = There will be no difference between males and females in how they perceive their ability to engender their followers' trust upon completion of the leadership development class.

The construct as a whole did not exhibit a significant difference between genders, and how they perceived their ability to engender their followers' trust. The results can be seen in Table 12.

Table 12. Comparison of the Means of Engendering Trust Construct by Gender

	N	Mean	SD	Significance
Before AGED 340				.805
Male	57	2.55	.53	
Female	41	2.62	.50	
After AGED 340				.899
Male	55	2.86	.46	
Female	42	2.83	.48	

Note: ¹MLQ Scale: 0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly Often, 4 = Frequently, If not always.

²Significance according to Levene's Test is <.05

The means of all statements regarding the behavior of engendering trust were compared to determine if there was a difference in how males and females perceived any changes in their behavior. The results of the analysis are represented in Table 13.

No statistical significant difference was found between the means of genders. All statements within the engendering trust behavioral construct did not show a significant difference between the way males and females experienced a perceived change in their behavior.

Table 13. T-Test for Independent Samples: Comparing a Change in the Gender perception of the Ability to Engender Trust (PostTest)

Multifactor Leadership Questionnaire, Engendering Trust ¹	n	Mean	SD	Significance ²
4. I focus attention on irregularities, mistakes, exceptions, and deviations from the standards				.905
Male	57	2.30	1.19	
Female	45	1.58	1.16	
17. I go beyond self-interest for the good of the group.				.534
Male	57	3.25	.71	
Female	46	3.30	.79	
18. I treat others as individuals rather than just a member of a group.				.815
Male	57	3.25	.76	
Female	46	3.48	.69	
20. I act in ways that build other's respect for me.				.190
Male	56	3.27	.65	
Female	46	3.24	.85	
21. I concentrate my full attention on dealing with mistakes, complaint, and failures.				.963
Male	57	1.89	1.22	
Female	45	1.67	1.27	
28. I consider an individual as having different needs, abilities, and aspirations.				.727
Male	56	3.11	7.6	
Female	46	3.48	.75	
38. I am effective in representing others to higher autonomy				.781
Male	57	3.00	.87	
Female	44	2.91	.80	

Note: ¹MLQ Scale: 0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly Often, 4 = Frequently, If not always.

²Significance according to Levene's Test is <.05

Findings Related to Hypothesis Nine

A T-Test for independent means was used to test H_9 = Upon completion of the leadership development class, the participants will perceive a greater sense of self-efficacy in their ability to establish a vision within the organization.

Responses with regard to behaviors of engendering trust were scaled into seven statements. Means of the respondents' answers from the post and then questionnaires were compared to determine if there was a significant change of

their perceptions of their communication behaviors after completing AGED 340, Professional Leadership Development.

Statements 25 and 33 had a significant. Statements 8, 33, 35, and 40 did not exhibit a significant change. These results, shown in Table 14, indicate almost half of the trust behaviors the questionnaire asked about were taught so that the participants felt their behaviors had changed as a result of AGED 340, Professional Leadership Development.

Table 14. T-Test for Independent Samples: Comparing a Change in the Participants' Perception of Behaviors to Establish a Vision

Multifactor Leadership Questionnaire, Vision ¹	n	Mean	SD	Significance ²
8. I talk optimistically about the future.				.247
Post	103	3.31	.73	
Then	103	2.96	.92	
13. I specify the importance of having a strong sense of purpose				.167
Post	103	3.24	.80	
Then	103	2.87	.97	
25. I articulate a compelling vision of the future.				.000
Post	103	3.26	.70	
Then	102	2.55	.98	
33. I emphasize the importance of having a collective sense of mission.				.003
Post	103	3.18	.75	
Then	103	2.44	.96	
35. I express confidence that goals will be achieved.				.355
Post	103	3.37	.73	
Then	102	2.87	.90	
40. I am effective in meeting organizational requirements.				.096
Post	103	3.41	.69	
Then	102	2.93	.95	

Note: ¹MLQ Scale: 0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly Often, 4 = Frequently, If not always.

²Significance according to Levene's Test is <.05

Findings Related to Hypothesis Ten

A T-Test for independent means was used to measure H_{10} = There will be no difference between males and females in how they perceive their ability to establish a vision upon completion of the leadership development class.

The construct as a whole did not exhibit a significant difference between genders and how they perceived their ability to establish a vision. The results can be seen in Table 15.

Table 15. Comparison of the Means of Vision Construct by Gender

	N	Mean	SD	Significance
Before AGED 340				.802
Male	57	2.77	.71	
Female	44	2.77	.72	
After AGED 340				.711
Male	57	3.26	.54	
Female	46	3.34	.52	

Note: ¹MLQ Scale: 0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly Often, 4 = Frequently, If not always.

²Significance according to Levene's Test is <.05

The means of all statements regarding the behavior of establishing a vision were compared to determine if there was a difference in how males and females perceived any changes in their behavior. The results of the analysis are represented in Table 16.

No statistical significant difference was found between the means of genders. All statements within the establishing a vision behavioral construct did not show a significant difference between the way males and females experienced a perceived change in their behavior.

Table 16. T-Test for Independent Samples: Comparing a Change in the Participants' Perception of Behaviors to Establish a Vision

Multifactor Leadership Questionnaire, Vision ¹	n	Mean	SD	Significance ²
8. I talk optimistically about the future.				.648
Male	57	3.32	.69	
Female	46	3.30	.79	
13. I specify the importance of having a strong sense of purpose				.451
Male	57	3.21	.86	
Female	46	3.28	.72	
25. I articulate a compelling vision of the future.				.891
Male	57	3.25	.69	
Female	46	3.28	.72	
33. I emphasize the importance of having a collective sense of mission.				.159
Male	57	3.16	.70	
Female	46	3.22	.81	
35. I express confidence that goals will be achieved.				.247
Male	57	3.32	.69	
Female	46	3.43	.78	
40. I am effective in meeting organizational requirements.				.110
Male	57	3.30	.76	
Female	46	3.54	.59	

Note: ¹MLQ Scale: 0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly Often, 4 = Frequently, If not always.

²Significance according to Levene's Test is <.05

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Purpose and Objectives

The purpose of this study is to discover important behaviors a leader possesses which help him motivate a group toward a common goal. Most leaders have certain behaviors they emphasize more than others to help them achieve the end of motivating a group or team. This study will attempt to find some consistency in these behaviors and show effective leaders have certain behaviors in common that make them successful.

Upon determining these behaviors, this study will evaluate whether they can be taught in a classroom setting so that the participants feel they can portray these them in a more effective manner.

The specific objectives of this study were to determine:

1. common behaviors that help a leader motivate a group toward a common goal.
2. upon completion of a leadership development class, whether the participants feel they have a heightened perception of how they can use these behaviors to facilitate their role as a leader.
3. if these behaviors can be taught so that those who aspire to leadership increase their self-efficacy.

4. if there is a difference between males and females and their perception of how their leadership behaviors may have changed as a result of the leadership development class.

Summary of the Literature Review

Leadership has evolved into a widely accepted academic discipline in the twentieth century. Once scholars realized how crucial a leader's role was to the success or failure of his organization, they began to search for the answers to the questions 'why?' and 'how?'

Theories began to emerge that attempted to explain this phenomena that occurs in everyone's life everyday. Beginning with the great man theory, leadership scholars argued that leadership was an inherent trait. Leaders were born, not made. From this, came the trait, situational, and behavioral theories. All of these attempted to describe leadership from a limited point of view.

Scholars began to realize that a combination of all of the above were the key to becoming a successful leader. The question then arose, 'How do we make a leader from all of these components?'

Leadership training programs have become the rage in modern America. Many of the nation's top companies regularly conduct training programs to keep their workers motivated and efficient. Although these training programs are a common site, how will the management know if they are successful in portraying their message?

"Learning is a change in a person's behavior as a result of an experience" (Stewart, p. 18). If these leadership training sessions were to be deemed successful, it would have to be determined if the trainees felt they had learned something new and then if their behavior actually changed as a result of the seminar. According to Valerie and Andrew Stewart (1978), three things must be determined to gauge the actual success of a leadership-training program:

1. What are the people doing differently because of the training?
2. Is the training paying for itself in terms of improved business performance?
3. Did the trainees feel like the training was useful?

These gauges are important in evaluating the success of a leadership-training program. The first two might be good measures to gauge a leadership seminar, but the results may not be observed for a long time.

A trainee might immediately realize his perception of his leadership behaviors upon completion of the training program, unlike actual behavior or business performance. The concept of a person's perception of their leadership behaviors influencing their actions is new in leadership research. "It has been found that a strong sense of personal efficacy is related to better health, higher achievement, and better social integration" (Schwarzer, p. ix). As an individual's self-percepts increase, so does his probability of achieving his goals (McCarthy and Newcombe, 1992). If a trainee feels as if he has learned how effectively to communicate his goals and visions to his followers and subordinated, he most likely will. High self-efficacy had indicated greater confidence in ability to solve

problems (Redmond ET al., 1993). This sense of confidence in his leadership behaviors will allow him to portray the leadership behaviors he learned in the training program.

Leaders who know they possess behaviors such as engendering trust, and motivating followers will more likely succeed in gaining respect and results. Those who have a doubt in their abilities will realize more difficulties in establishing a loyal following. The leader's self-efficacy concerning his leadership behaviors may be a key to determining his future success as a leader. If this is true, the effectiveness of a leadership seminar or training program can be determined much quicker than waiting for performance reviews, profit sheets, or behavior changes.

Another question involved in assessing the success of a leadership-training program is the method of collecting the data. Most evaluations of leadership seminars involve both a pretest and a posttest of the participant's skills. This type of evaluation holds potential problems, because it assumes the participant's standards for measurement will not change before and after the seminar (Cronbach and Furry, 1970).

The Post/Then methodology of testing prevents any sensitization that may have occurred as a result of the pretest (Wexley and Latham, 1981). If the participant pays attention to any particular part of the training program as a result of the material presented in a pretest, the data may not portray accurate results of what the participant may have learned. In the Post/Then evaluation, the participant is first asked to rate his or her leadership behaviors before the training

program and the second survey then asks them to rate their behaviors afterwards. This helps to ensure that both responses will be made from the same perspective and somewhat free from bias (Rohs and Langone, 1997).

After the process of determining how to conduct the seminar and evaluate its results, the question of what to teach becomes an issue. Most leadership scholars agree that a few basic behaviors are essential to successful leadership. Behaviors such as: effective communication, motivation techniques, problem solving skills, engendering trust, and establishing a vision help make a leader successful.

Communication facilitates all other leadership processes. With good communication skills a leader can motivate his followers in such a manner that they actually enjoy completing their tasks without a constant threat of punishment or incentive. With good communication skills a leader can establish credibility among his followers. If he does what he intends to do, the followers will learn the leader is an honest man and they will be more inclined to have faith in his ideas and support him in the endeavors of the organization. Good communication skills are essential to problem solving and establishing a vision as well. By making sure that all of the parties involved understand the plan of action, the leader can rest assured that the followers will carry out the plan or solution in an efficient and effective manner. If they understand the message the leader is attempting to send, they will be more likely to believe in it and carry it through to completion.

A leader's motivation techniques play an important role in the organization achieving its desired goals. A leader can approach motivating his followers in two basic fashions. A leader usually motivates through transactional or transformational leadership.

The transactional leader uses a system of exchange to get his followers to complete a task. He may offer them an increased wage, bonus or other incentive to urge them to work harder. Alternatively, he may use a threat to encourage his followers to do a job right. He may threaten a punishment or a loss of privileges. Either way, he offers something to his followers in exchange for their efforts.

A transformational leader looks to make sure that the follower enjoys his work and is motivated to do his job because he wants to do it. A transformational leader will inspire the followers to believe in the organization. He gets the followers to do their tasks because they are inspired by the organization's purpose.

Both leadership styles aim to motivate followers to their maximum potential. Certain leadership styles work better in specific situations. Nonetheless, they both work to increase followers' performance to benefit the organization.

A leader's problem solving abilities are essential to the success of the organization. He must be able to establish a common ground between the parties and from there develop a working solution. A good leader will be able to find a solution that benefits both parties involved. He will look to discover a

win/win situation. This will help motivate all involved parties to carry out the agreed terms of the solution.

A successful leader is also a credible leader. An organization will look for someone who is honest, competent and has integrity. Followers will not look to a leader who they think cannot fulfill the duties the position requires. A leader must be trustworthy. He must do what he said he will do. People look for consistency in their leader's actions. They want someone who they can count on and someone who will represent them to his fullest. A credible leader will also show the organization he is qualified to lead. He must have a working knowledge of the situations that are presented. He must show his followers that he can handle any situation that may arise.

Establishing a vision is a key component to a successful leader. A leader must develop a long-term vision that encompasses the purpose and goals of the organization. The leader must be able to communicate his vision to the followers so that they want to believe in it. The followers must connect with the vision. The vision must inspire them to the point that they believe in it. This vision will guide them as they perform their daily tasks. Each task they undergo should be a step toward achieving the vision of the organization. This vision, created by the leader, must encompass all aspects of the organization while accounting for change.

These five behaviors: communication, motivation, problem solving, engendering trust, and establishing a vision are essential to effective leadership.

Different leaders may use them in different manners, but they all use some aspect of these behaviors at one time or another.

Description of Sample

The target population for this study consisted of Agricultural Education majors at Texas A&M University. The participants were chosen from the Agriculture Education Seminar classes (AGED 481) during the fall semester of 1998 and spring semester of 1999. As a prerequisite for AGED 481, the students must have taken Professional Leadership Development (AGED 340). The accessible population consisted of the Agricultural Education students who were enrolled in AGED 481 at the time the questionnaire was distributed. Only the students enrolled in AGED 481, and who had completed AGED 340 were chosen for the sample.

The respondents represent a select sample of 103 Agricultural Education students at Texas A&M University. Both male and female respondents, ages 21 to 34, completed the questionnaire. The SPSS procedure FREQUENCY was used to compute both the age and gender distribution of the respondents.

There was a slightly greater representation of males than females. Males represented 55.3% of the respondents, while females accounted for 44.7% of the sample population.

Respondents were asked for their age as well. Participants' age ranged from ages 21 to 34, while 92.2% fell within the range of 21 to 25 years old. Age was considered an irrelevant variable to determine if the respondents perceived a change in their leadership behavior.

Instrumentation

The instrument used to assess the participants self-efficacy with regard to their leadership behaviors was the Multifactor Leadership Questionnaire, Leader Form 5X-short. This instrument was developed by Bernard M. Bass and Bruce Avolio in 1994. The original instrument consisted of 45 statements with 12 internal scales. These scales were originally set to determine a leader's specific style. For the purpose of this study, the statements were regrouped into five behavioral constructs.

Respondents were asked to answer statements regarding the manner in which they perceived their leadership behaviors before and after they completed the leadership development class. The statements used on the questionnaire to measure students' behaviors with regard to the five constructs are shown in Table 1.

Responses were based on a five point scale of: 0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly Often, 4 = Frequently, 5 = Always. A higher numeric value for a particular statement indicated a stronger agreement or self-perception of that behavior.

Data Analysis

Data were analyzed using the Statistical Package for Social Sciences for Windows™ Release 7.5 (SPSS^R) on a personal computer. The data generated by the analysis were descriptive. Hypotheses were tested using T-Test, reliabilities, and frequency distributions. A confidence interval of alpha .50 was set a priori.

The SPSS^R procedure RELIABILITY was used to determine the internal consistency of the instrument. Cronbach's coefficient Alpha was computed on each of the five behavioral constructs of the Multifactor Leadership Questionnaire, Leader Form (5X-short).

Descriptive statistics generated by SPSS^R procedure FREQUENCIES were used to report figures, percentages and central tendencies for the variables,

The SPSS^R procedure T-TEST for independent measures was used to determine the relationship of how the participants perceived their leadership behavior before enrolling in and after completing AGED 340, Professional Leadership Development. The scores were taken from the Multifactor Leadership Questionnaire, Leader Form (5X-short). The T-Test for independent means was also used to determine any difference between male and female respondents.

SUMMARY OF FINDINGS

Findings Related to Hypothesis One

H₁= Upon completion of the leadership development class, the participants will perceive a heightened sense of self-efficacy in their communication behavior.

Participants of AGED 340, Professional Leadership Development exhibited a significant heightened perception of certain communication skills. By comparing the post and then tests for change in perception of communication behaviors, it was shown that some behaviors can be taught so that the participants exhibit an increase in their self-efficacy. The following statements showed a heightened perception of communication skills:

6. I talk about my most important values and beliefs.
12. I talk enthusiastically about what needs to be accomplished.
14. I spend time teaching and coaching.

A leader's communication skills are essential to his success. He must relay his beliefs to his followers so they can create a harmonious situation between their agendas. He must encourage his followers to believe in the organization. By creating a sense of ownership for organization, the leader can more readily encourage the followers to fulfill their roles (Bennis, 1989). The leader's communication should establish a pattern of interaction (Fisher and Brown, 1988). The two-way process of communication allows feedback between the leader and the follower, so that a kind of learning takes place.

Hypothesis One—Confirmed

Findings Related to Hypothesis Two

H₂ = There will be no difference between males and females in how they perceive their communications behaviors have changed upon completion of the leadership development class.

Analysis of the data found no statistically significant difference between a change in the perception of communication behaviors of males and females.

Hypothesis Two—Confirmed

Findings Related to Hypothesis Three

H₃ = Upon completion of the leadership development class, the participants will perceive a heightened sense of self-efficacy in their motivation behavior.

Participants of AGED 340, Professional Leadership Development, exhibited a significant heightened perception of certain motivation skills. By comparing the post and then tests for change in perception of motivation behaviors, it was shown that some behaviors can be taught so that the participants exhibit an increase in their self-efficacy. The following statements showed a heightened perception of motivation skills:

- 24. I display a sense of power and confidence.
- 39. I heighten others' desire to succeed.
- 41. I increase other's willingness to try harder.

A leader should be able to motivate his followers to work to better the organization. A leader can use a transactional method of leadership to remind the follower who is in charge. He uses a method of exchange to motivate his followers to fulfill their duties. When a leader uses a threat of punishment to motivate his followers, he is also reminding them who the leader is (Bass, 1985). This sense of power helps maintain a hierarchy within the organization.

A leader can use other methods of motivation as well. A Transformational leader will attempt to inspire his followers more than coerce them. He will try to

make them believe in their position with the organization (Burns, 1978). Then, they will take on more responsibility and work to make the organization succeed.

Hypothesis Three—Confirmed

Findings Related to Hypothesis Four

H₄ = There will be no difference between males and females in how they perceive their motivation behaviors have changed upon completion of the leadership development class.

Analysis of the data found no statistically significant difference between a change in the perception of motivation behaviors of males and females.

Hypothesis Four—Confirmed.

Findings Related to Hypotheses Five and Six

Since the Problem Solving construct did not yield a useable reliability, it could not be considered for the purpose on this study. Therefor no conclusions can be drawn from the following hypotheses.

H₅ = Upon completion of the leadership development class, the participants will perceive a heightened sense of self-efficacy in their ability to solve problems.

H₆ = There will be no difference between males and females in how they perceive their ability to solve problems has changed upon completion of the leadership development class.

Findings Related to Hypothesis Seven

H₇ = Upon completion of the leadership development class, the participants will perceive a heightened sense of self-efficacy in their ability to engender their follower's trust.

Participants of AGED 340, Professional Leadership Development, exhibited a significant heightened perception of their ability to engender their followers' trust. By comparing the post and then tests for change in perception of engendering trust behaviors, it was shown that some behaviors can be taught so that the participants exhibit an increase in their self-efficacy. The following statements showed a heightened perception of the participants' ability to engender trust:

4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards.
17. I go beyond self-interest for the good of the group.
21. I concentrate my full attention on dealing with mistakes, complaints, and failures.

A credible leader will to put the group in front of his desires. The followers will then know that they can trust the leader to do what is good for the organization. By trusting others to take responsibility and forgoing the possible credit for himself, a leader relays to his followers that the accomplishment of sets goals is more important than his personal advancement (Kouzes and Posner, 1993).

Hypothesis Seven—Confirmed

Findings Related to Hypothesis Eight

H_8 = There will be no difference between males and females in how they perceive their ability to engender their follower's trust has changed upon completion of the leadership development class.

Analysis of the data found no statistically significant difference between a change in the perception of the ability to engender trust of males and females.

Hypothesis Eight—Confirmed.

Findings Related to Hypothesis Nine

H₉ = Upon completion of the leadership development class, the participants will perceive a heightened sense of self-efficacy in their ability to establish a vision within the organization.

Participants of AGED 340, Professional Leadership Development, exhibited a significant heightened perception of their ability to establish a vision. By comparing the post and then tests for change in perception of behaviors for establishing a vision, it was shown that some behaviors can be taught so that the participants exhibit an increase in their self-efficacy. The following statements showed a heightened perception of the participants' ability to establish a vision:

25. I articulate a compelling vision of the future.

33. I emphasize the importance of having a collective sense of mission.

Establishing a vision is extremely important for a leader. He must be able to create a vision that encompasses the purpose and beliefs of the organization, while being able to explain it to the followers. If a leader cannot articulate his vision in a clear and concise manner, the followers will most likely be less apt to believe in it (Nanus, 1992).

The leader must also inspire his followers to believe in the vision so that the entire organization has the same goals and mission. When the organization has a collective vision to believe, objectives and tasks can more easily be completed (Bennis, 1992).

Hypothesis Nine—Confirmed.

Findings Related to Hypothesis Ten

H_{10} = There will be no difference between males and females in how they perceive their ability to establish a vision has changed upon completion of the leadership development class.

Analysis of the data found no statistically significant difference between a change in the perception of the ability to establish a vision of males and females.

Hypothesis Ten—Confirmed.

CONCLUSIONS

This study was conducted in a descriptive manner. Its purpose was to determine if the participants of AGED 340, Professional Leadership Development, exhibited a perceived change in their leadership behaviors.

This was not a causal study. It was not meant to determine what specific variables caused the participants to exhibit a heightened self-efficacy regarding their leadership behaviors.

The following conclusions and recommendations for action are based on the findings of this study:

1. Leadership scholars have identified several behaviors that help a leader motivate a group toward a common goal. Most leaders use many of the same behaviors to help them become successful.

According to the Literature Review, the following five leadership behaviors were identified as keys to being a successful leader: communication,

motivation techniques, problem solving skills, engendering trust, and establishing a vision.

2. This study found the participants who completed AGED 340 felt they exhibited a heightened perception of how they can use these leadership behaviors to help facilitate their role as a leader.

The study showed the participants perceived a heightened sense in their ability to communicate, motivate, engender a follower's trust and establish a vision for their organization.

3. This study shows that these leadership behaviors can be taught in a manner that will heighten a participant's awareness of his or her leadership behaviors. By having an increased self-efficacy of these leadership behaviors, the participants should be able to facilitate their role as a leader more effectively.
4. There is no significant difference in the manner in which males and females perceive a change in their leadership behaviors as a result of completing AGED 340.

Both males and females exhibit an increased self-efficacy in how they perceive their leadership behaviors after completing AGED 340.

RECOMMENDATIONS for ADDITIONAL RESEARCH

The completion of this study left some questions unanswered and raised several additional questions. These unanswered questions suggest topics for additional research as follows:

1. It is recommended that this study be replicated in additional leadership classes or seminars to validate the methodology used and results.
2. The way people learn and teaching style may have been influencing factors on how the participants were able to understand the material taught in the seminar class. A study accounting for these variables may further explain if people can learn leadership behaviors.
3. A study that specifically looks at how the participants perceive individual leadership behaviors could further explain in more detail which leadership behaviors can successfully be taught.
4. A study on how an individual's perception of their leadership behaviors translates into actual leadership ability would validate the premise that those who believe they can be leaders are actually more successful in leadership roles.
5. A follow-up study of the participants should be conducted to see if their heightened perception of their leadership ability increases their output as a leader in the specific setting.

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APPENDICES

APPENDIX A**AGED 340****PROFESSIONAL LEADERSHIP DEVELOPMENT****SYLLABUS**

**TEXAS A&M UNIVERSITY
AGRICULTURAL EDUCATION 340**

COURSE TITLE: **PROFESSIONAL LEADERSHIP DEVELOPMENT**

PREREQUISITE: **Junior or senior classification**

NATURE OF THE COURSE:

According to Warren Bennis, "the study of leadership isn't nearly as exact as, say, the study of chemistry. For one thing, the social world isn't nearly as orderly as the physical world, nor is it as susceptible to rules. For another, people, unlike solids, fluids, and gases, are anything but uniform and anything but predictable" (Bennis, 1989). Although difficult, Bennis and others support the notion that leadership is a scholarly discipline that can, in fact, be taught (Bennis, 1989; Bass, 1994; Kouzes and Posner, 1987; Cohen, 1990; Dodson, 1995; Cummins, 1995).

In studying leadership theory, one must realize that there is a difference between socialization of a leader and leadership theory education. Many successful leaders obtain their leadership skills from practice; in other words, they are socialized into leadership as they have learned from their experiences. AGED 340, however, is a collegiate leadership education course where students study the scholarly discipline of leadership theory. In this course, students learn theories and models of the leadership process and they use analysis and evaluation to synthesize multiple leadership theories.

COURSE OBJECTIVES: Upon completion of the course the student will be able to:

1. analyze leadership theory and models
2. synthesize leadership theory as a philosophy
3. model leadership skills in "learning organizations" (Senge, 1994)
4. evaluate ethical models in leadership theory

REQUIRED TEXTS

1. Leadership: Theory and Practice, Peter G. Northouse
2. The Art of the Leader, William A. Cohen

COURSE EVALUATION:

Assignments

-Leadership Case Study and Analysis	75 points
-Leadership Vision: Concept Map	75 points

Short Quizzes

(3 @ 20 pts each)-- <i>Leadership Theory and Practice</i>	60 points
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Examinations

(1 @ 90 pts)-- <i>The Art of the Leader</i>	90 points
(2 @ 125 pts each)--synthesis of lecture/readings	250 points

Synthesis and Application

TOTAL COURSE POINTS

100 points
650 points

COURSE GRADE:

582 - 650 points	A	Note: points -
517 - 581 points	B	not percents
452 - 516 points	C	are used in the
387 - 451 points	D	calculation of
below 387 points	F	your grade

TEXAS A&M UNIVERSITY DEPARTMENT OF AGRICULTURAL EDUCATION
AGRICULTURAL EDUCATION 340
COURSE SYLLABUS

Session #	Course Topic	Required Reading Chpts
1	Theory of community as a part of leadership theory	Cohen - 1, 2,3
2	Identification of leadership characteristics	Cohen - 4, 5, 6
3	Evaluation: leadership attitude--group vs. leader centered	Northouse - 1 Cohen - 7
4	Review of historical leadership definitions	Northouse - 2 Cohen - 8
5	Identification of trait theories	
6	Concept map: leadership and followership models	
7	The continuum model	Cohen - 9, 10, 11
8	Comparison of continuum model leadership styles	Cohen - 12, 13, 14
9	"Best Practice:" leadership traits	
10	EXAMINATION #1	
11	Evaluation of leadership image models	
12	Restructure of leadership models	
13	QUIZ #1: Northouse 1, 2	
	Distinguishing between task and relationship models	Northouse - 3
14	Situational leadership theory	Northouse - 4
15	Critical analysis of situational leadership theory	
16	Identification of situational leadership styles	
17	Power utilization theory	
18	Power resource allocation	
19	Power philosophies assessment	
20	QUIZ #2: Northouse 3, 4	
	Shared leadership: the new leadership paradigm	
21	DUE: Leadership Case Study and Analysis	
	Knowledge structure: Consensus as shared leadership model	

Session #	Course Topic	Required Reading Chpts
22	Contingency theory	Northouse - 5
23	Motivation theories	Northouse - 6, 7
24	Assessing motivation theory components	
25	EXAM #2	
26	Transactional leadership theory	
27	"Best Practice:" the new leadership paradigm and creativity	
28	QUIZ #3: Northouse 5, 6, 7	
	Transformational leadership theory	Northouse - 8
29	Theories of vision and shared vision	
30	Models of group member roles	
31	Concept map: the leadership vision	
32	Group dynamics models	
33	DUE: Leadership vision	
	Knowledge structure: collective leadership model	
34	Theory of team intra- and inter- actions	Northouse - 9
35	Risk theory in leadership models	
36	Theoretical interpretation: ethical models	
37	Credibility assessments	Northouse - 10
38	Incorporation of ethics models into leadership theory	
39	Future leadership theory development	
40	Final synthesis of leadership models and theory	
41	EXAMINATION #3: PART 1 - CRITICAL ESSAY	
42	EXAMINATION #3: PART 2 - COGNITIVE ASSESSMENT	

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APPENDIX B**MULTIFACTOR LEADERSHIP QUESTIONNAIRE,
LEADER FORM (5X-SHORT)**

**MLQ Multifactor
Leadership Questionnaire
For Research**

Permission Set

Manual
Leader Form, Rater Form, and
Scoring Key for MLQ (Form 5x-Short)

Permission to reproduce 200 copies in one year
from date of purchase:

October 26, 1998

by Bernard Bass and Bruce Avolio

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MLQ Multifactor Leadership Questionnaire

Leader Form (5x-Short)

My Name: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

This questionnaire is to describe your leadership style as you perceive it. Please answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.**

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word "others" may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

1. I provide others with assistance in exchange for their efforts.....0 1 2 3 4
2. I re-examine critical assumptions to question whether they are appropriate0 1 2 3 4
3. I fail to interfere until problems become serious0 1 2 3 4
4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards.....0 1 2 3 4
5. I avoid getting involved when important issues arise0 1 2 3 4
6. I talk about my most important values and beliefs.....0 1 2 3 4
7. I am absent when needed0 1 2 3 4
8. I seek differing perspectives when solving problems0 1 2 3 4
9. I talk optimistically about the future0 1 2 3 4
10. I instill pride in others for being associated with me0 1 2 3 4
11. I discuss in specific terms who is responsible for achieving performance targets0 1 2 3 4
12. I wait for things to go wrong before taking action0 1 2 3 4
13. I talk enthusiastically about what needs to be accomplished0 1 2 3 4
14. I specify the importance of having a strong sense of purpose0 1 2 3 4
15. I spend time teaching and coaching.....0 1 2 3 4

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always	
0	1	2	3	4	
16. I make clear what one can expect to receive when performance goals are achieved	0	1	2	3	4
17. I show that I am a firm believer in "If it ain't broke, don't fix it."	0	1	2	3	4
18. I go beyond self-interest for the good of the group	0	1	2	3	4
19. I treat others as individuals rather than just as a member of a group	0	1	2	3	4
20. I demonstrate that problems must become chronic before I take action	0	1	2	3	4
21. I act in ways that build others' respect for me	0	1	2	3	4
22. I concentrate my full attention on dealing with mistakes, complaints, and failures	0	1	2	3	4
23. I consider the moral and ethical consequences of decisions	0	1	2	3	4
24. I keep track of all mistakes	0	1	2	3	4
25. I display a sense of power and confidence	0	1	2	3	4
26. I articulate a compelling vision of the future	0	1	2	3	4
27. I direct my attention toward failures to meet standards	0	1	2	3	4
28. I avoid making decisions	0	1	2	3	4
29. I consider an individual as having different needs, abilities, and aspirations from others	0	1	2	3	4
30. I get others to look at problems from many different angles	0	1	2	3	4
31. I help others to develop their strengths	0	1	2	3	4
32. I suggest new ways of looking at how to complete assignments	0	1	2	3	4
33. I delay responding to urgent questions	0	1	2	3	4
34. I emphasize the importance of having a collective sense of mission	0	1	2	3	4
35. I express satisfaction when others meet expectations	0	1	2	3	4
36. I express confidence that goals will be achieved	0	1	2	3	4
37. I am effective in meeting others' job-related needs	0	1	2	3	4
38. I use methods of leadership that are satisfying	0	1	2	3	4
39. I get others to do more than they expected to do	0	1	2	3	4
40. I am effective in representing others to higher authority	0	1	2	3	4
41. I work with others in a satisfactory way	0	1	2	3	4
42. I heighten others' desire to succeed	0	1	2	3	4
43. I am effective in meeting organizational requirements	0	1	2	3	4
44. I increase others' willingness to try harder	0	1	2	3	4
45. I lead a group that is effective	0	1	2	3	4

APPENDIX C

MODIFIED FOR STUDY:

MULTIFACTOR LEADERSHIP QUESTIONNAIRE, LEADER FORM (5X-SHORT)

The purpose of this study is to evaluate how you feel your leadership behaviors have changed as a result of participating in AGED 340.

The first survey (the blue one) will be used to assess how you perceived your leadership behaviors before you enrolled in AGED 340.

The second survey (the orange one) will be used to assess how you perceive your leadership right now after completing AGED 340.

Thank you for your time in participating in this study.

Multifactor Leadership Questionnaire

Leader Form (5x-Short)

Thank you for participating in this study. **This questionnaire is to describe your leadership behaviors as you perceive them before attending the leadership class.** Please answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

General Information:

Gender: ☐ Male ☐ Female Last Four Digits
 Student ID # _____
 Age: _____
 Major: _____
 Classification: ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior

Forty-one descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word "others" may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

Use the following rating scale:

Not at all	Once in a while	Sometime	Fairly Often	Frequently, If not always
0	1	2	3	4

- I provide others with assistance in exchange for their efforts..... 0 1 2 3 4
- I re-examine critical assumptions to question whether they are appropriate..... 0 1 2 3 4
- I fail to interfere until problems become serious..... 0 1 2 3 4
- I focus attention on irregularities, mistakes, exceptions, and deviations from standards..... 0 1 2 3 4
- I avoid getting involved when important issues arise..... 0 1 2 3 4
- I talk about my most important values and beliefs..... 0 1 2 3 4
- I seek differing perspectives when solving problems..... 0 1 2 3 4
- I talk optimistically about the future..... 0 1 2 3 4
- I instill pride in others for being associated with me..... 0 1 2 3 4
- I discuss in specific terms who is responsible for achieving performance targets..... 0 1 2 3 4
- I wait for things to go wrong before taking action..... 0 1 2 3 4
- I talk enthusiastically about what needs to be accomplished..... 0 1 2 3 4
- I specify the importance of having a strong sense of purpose..... 0 1 2 3 4

Not at all	Once in a while	Sometimes	Fairly Often	Frequently if not always
0	1	2	3	4

14. I spend time teaching and coaching..... 0 1 2 3 4
15. I make clear what one can expect to receive when performance goals are achieved..... 0 1 2 3 4
16. I show that I am a firm believer in "If it ain't broke, Don't fix it."..... 0 1 2 3 4
17. I go beyond self-interest for the good of the group..... 0 1 2 3 4
18. I treat others as individuals rather than just as a member of a group..... 0 1 2 3 4
19. I demonstrate that problems must become chronic before I take action..... 0 1 2 3 4
20. I act in ways that build other's respect for me..... 0 1 2 3 4
21. I concentrate my full attention on dealing with mistakes, complaints, and failures..... 0 1 2 3 4
22. I consider the moral and ethical consequence of decisions..... 0 1 2 3 4
23. I keep track of all mistakes..... 0 1 2 3 4
24. I display a sense of power and confidence..... 0 1 2 3 4
25. I articulate a compelling vision of the future..... 0 1 2 3 4
26. I direct my attention toward failures to meet standards..... 0 1 2 3 4
27. I avoid making decisions..... 0 1 2 3 4
28. I consider an individual as having different needs, abilities, and aspirations..... 0 1 2 3 4
29. I get others to look at problems from many different angles..... 0 1 2 3 4
30. I help others to develop their strengths..... 0 1 2 3 4
31. I suggest new ways of looking at how to complete Assignments..... 0 1 2 3 4
32. I delay responding to urgent questions..... 0 1 2 3 4
33. I emphasize the importance of having a collective sense of mission..... 0 1 2 3 4
34. I express satisfaction when others meet expectations..... 0 1 2 3 4
35. I express confidence that goals will be achieved..... 0 1 2 3 4
36. I am effective in meeting others' job-related needs..... 0 1 2 3 4
37. I get others to do more than they expected to do..... 0 1 2 3 4
38. I am effective in representing others to higher autonomy..... 0 1 2 3 4
39. I heighten others' desire to succeed..... 0 1 2 3 4
40. I am effective in meeting organizational requirements..... 0 1 2 3 4
41. I increase others' willingness to try harder..... 0 1 2 3 4

Multifactor Leadership Questionnaire

Leader Form (5x-Short)

Thank you for participating in this study. **This questionnaire is to describe your leadership behaviors as you perceive them right now.**

Please answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

General Information:

Gender: ____ Male ____ Female

Last Four Digits of

Student ID # _____

Age: ____

Major: _____

Classification: ____ Freshman ____ Sophomore ____ Junior ____ Senior

Forty-one descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word "others" may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly Often	Frequently, if not always
0	1	2	3	4

- I provide others with assistance in exchange for their efforts..... 0 1 2 3 4
- I re-examine critical assumptions to question whether they are appropriate..... 0 1 2 3 4
- I fail to interfere until problems become serious..... 0 1 2 3 4
- I focus attention on irregularities, mistakes, exceptions, and deviations from standards..... 0 1 2 3 4
- I avoid getting involved when important issues arise..... 0 1 2 3 4
- I talk about my most important values and beliefs..... 0 1 2 3 4
- I seek differing perspectives when solving problems..... 0 1 2 3 4
- I talk optimistically about the future..... 0 1 2 3 4
- I instill pride in others for being associated with me..... 0 1 2 3 4
- I discuss in specific terms who is responsible for achieving performance targets..... 0 1 2 3 4
- I wait for things to go wrong before taking action..... 0 1 2 3 4
- I talk enthusiastically about what needs to be accomplished..... 0 1 2 3 4
- I specify the importance of having a strong sense of purpose..... 0 1 2 3 4

Not at all	Once in a while	Sometimes	Fairly Often	Frequently, If not always
0	1	2	3	4

14. I spend time teaching and coaching.....	0	1	2	3	4
15. I make clear what one can expect to receive when performance goals are achieved.....	0	1	2	3	4
16. I show that I am a firm believer in "If it ain't broke, Don't fix it.".....	0	1	2	3	4
17. I go beyond self-interest for the good of the group.....	0	1	2	3	4
18. I treat others as individuals rather than just as a member of a group.....	0	1	2	3	4
19. I demonstrate that problems must become chronic before I take action.....	0	1	2	3	4
20. I act in ways that build other's respect for me.....	0	1	2	3	4
21. I concentrate my full attention on dealing with mistakes, complaints, and failures.....	0	1	2	3	4
22. I consider the moral and ethical consequence of decisions.....	0	1	2	3	4
23. I keep track of all mistakes.....	0	1	2	3	4
24. I display a sense of power and confidence.....	0	1	2	3	4
25. I articulate a compelling vision of the future.....	0	1	2	3	4
26. I direct my attention toward failures to meet standards.....	0	1	2	3	4
27. I avoid making decisions.....	0	1	2	3	4
28. I consider an individual as having different needs, abilities, and aspirations.....	0	1	2	3	4
29. I get others to look at problems from many different Angles.....	0	1	2	3	4
30. I help others to develop their strengths.....	0	1	2	3	4
31. I suggest new ways of looking at how to complete Assignments.....	0	1	2	3	4
32. I delay responding to urgent questions.....	0	1	2	3	4
33. I emphasize the importance of having a collective sense of mission.....	0	1	2	3	4
34. I express satisfaction when others meet expectations.....	0	1	2	3	4
35. I express confidence that goals will be achieved.....	0	1	2	3	4
36. I am effective in meeting others' job-related needs.....	0	1	2	3	4
37. I get others to do more than they expected to do.....	0	1	2	3	4
38. I am effective in representing others to higher autonomy.....	0	1	2	3	4
39. I heighten others' desire to succeed.....	0	1	2	3	4
40. I am effective in meeting organizational requirements.....	0	1	2	3	4
41. I increase others' willingness to try harder.....	0	1	2	3	4

Informed Consent Document

To the Participant:

The purpose of this study is to discover important characteristics a leader possesses which help him or her motivate a group toward a common goal. Additionally, behaviors associated with those leadership characteristics will be identified. Most leaders have certain behaviors that they emphasize more than others to help them achieve the end of motivating a group or team. This study will attempt to find some consistency in these behaviors and show that effective leaders have certain characteristics and behaviors in common that make them successful. Upon determining these characteristics and behaviors this study will evaluate whether those behaviors can be taught in a classroom setting.

The following instrument is based on a Multifactor Leadership Questionnaire by Bernard Bass and B.J. Avolio. The instrument will be distributed to various leadership experts via fax, mail, and personal contact. The completion and return process should last approximately thirty minutes. After the initial contact to determine participation, I will only be contacted if a response has not been received. The results formed will be used as guides to develop measures to teach leadership to approximately 150 students enrolled in AGED 340 (Professional Leadership Development) and AGED 481 (Senior Seminar) for fall 1998. Data will be collected from approximately 150 students enrolled in AGED 340 (Professional Leadership Development) and AGED 481 (Senior Seminar) for fall 1998. I will then be asked to evaluate my self-efficacy regarding the leadership traits that were taught.

I will experience no potential risks or discomforts as I can refuse to answer any questions that make me feel uncomfortable with no consequences. I also understand there are no benefits for participating in this experiment, nor are there any consequences for withdrawing from it. I realize that all responses will be based on group evaluation and will not be considered in an individual manner.

The study will be confidential in manner. Confidentiality of records and data will be maintained through either coded responses and secured storage or anonymity. I understand that my name will not appear in any report or publication.

"This research study has been reviewed and approved by the Institutional Review Board-Human Subjects in Research, Texas A&M University. For research-related problems or questions regarding subjects' rights, the Institutional Review Board may be contacted through Dr. Richard E. Miller, IRB Coordinator, Office of Vice-President for Research and Associate Provost for graduate Studies at (409) 845-1811."

I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily to participate in this study.

I have been given a copy of this consent form.

Signature of Subject

Date

Signature of Principle Investigator

Date

In the event of further questions and concerns contact:

Matthew Flume
Dept of Agriculture Education
Texas A&M University

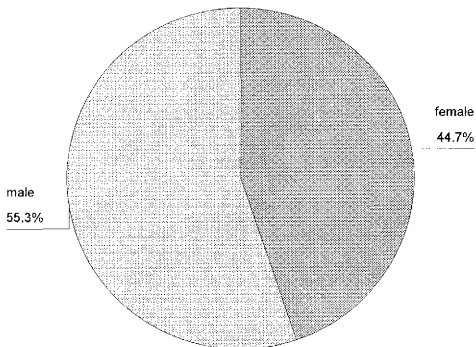
Dr. Richard Cummins
131 Scoates Hall
College Station, TX 77843-2166
(409) 845-2954

APPENDIX D**GRAPHIC DEMOGRAPHIC DATA****GENDER AND AGE**

Gender Demographics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	92	44.7	44.7	44.7
	male	114	55.3	55.3	100.0
	Total	206	100.0	100.0	
Total		206	100.0		

Gender Pie Chart



Age Demographics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21	44	21.4	21.4	21.4
	22	80	38.8	38.8	60.2
	23	46	22.3	22.3	82.5
	24	12	5.8	5.8	88.3
	25	8	3.9	3.9	92.2
	26	2	1.0	1.0	93.2
	27	10	4.9	4.9	98.1
	29	2	1.0	1.0	99.0
	34	2	1.0	1.0	100.0
Total		206	100.0	100.0	
Total		206	100.0		

Age Chart

